

**Virginia Department of Education
Office of Program Administration and Accountability and Office of School Improvement
P.O. Box 2120, Richmond, Virginia 23218-2120**

Application for School Improvement Grant (SIG) 1003(g) Funds
Under the No Child Left Behind Act of 2001, Public Law 107-110

Cover Page

Division Information

School Division Name: Northampton County Public Schools
Division Contact: Annette Gray
Mailing Address: 7207 Young St. Machipongo, Va 23405
Telephone (include extension if applicable): 757-678-5151 Fax: 757-678-
E-mail: agray@ncpsk12.com

School Information

Provide information for each school within the division that will receive support through the SIG funds.

School Name: Kiptopeke Elementary School
Principal Name: Gary McDonald
Mailing Address: 24023 Fairview Road Cape Charles, VA 23310
Telephone (include extension if applicable): 757-678-5151 Fax: 757-678-3219
E-mail: gmcdonald@ncpsk12.com

School Name: Northampton High School
Principal Name: James Conrow
Mailing Address: P.O. Box 38 Eastville, VA 23347
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School Name: _____
Principal Name: _____
Mailing Address: _____
Telephone (include extension if applicable): _____ Fax: _____
E-mail: _____

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Assurances: The local educational agency assures that SIG funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB). Additionally, the local educational agency agrees by signing below to implement program specific assurances located in “Section E. Assurances.”

Certification: I hereby certify that, to the best of my knowledge, the information contained in this application is correct.

Superintendent's Signature: Walter R. Clemens
Superintendent's Name: Walter R. Clemens
Date: 08/08/2011

Section A: Schools to be Served

Note: Descriptions of each of the four intervention models are included in Appendix A of the guidance document.

1. Tier I and Tier II School Information

Identify each Tier I and/or Tier II school that the school division commits to serve in the chart below. For each school identified, please provide the NCES ID #, the tier identification, and the intervention model the school will implement.

[illegible]

2. Tier III School Information

Identify each Tier III school that will be served. For each school identified, please provide the NCES ID # and the tier identification. If the school will implement an intervention model, please indicate which one the school will implement. If the school will not implement an intervention model, indicate “other school improvement strategies.”

[illegible]

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Section B: Required Elements

Part 1. Student Achievement and Demographic Data - Applicable to Tier I, II, and III Schools

The LEA must provide the following information for each of the Tier I, Tier II, and Tier III schools that will be served.

Note: An LEA with Tier I schools must serve all of its Tier I schools before serving any eligible Tier III school.

- A. Student achievement data for the past two years (2008-2009 and 2009-2010) in reading/language arts and mathematics: by school for the “all students” category and for each Adequate Yearly Progress (AYP) subgroup; and by grade level in the “all students” category and for each AYP subgroup;

STUDENT ACHIEVEMENT DATA

Kiptopeke Elementary School

Kiptopeke Elementary		
Student Subgroup	2008-2009 Passed	2009-2010 Passed
English Performance		
All Students	80%	69%
Black	76%	64%
Hispanic	73%	69%
White	87%	78%
Students with Disabilities	44%	23%
Economically Disadvantaged	74%	64%
Limited English Proficient	74%	65%
Mathematics Performance		
All Students	66%	69%
Black	56%	60%

Hispanic	65%	70%
White	80%	81%
Students with Disabilities	31%	17%
Economically Disadvantaged	58%	65%
Limited English Proficient	65%	67%

English: Reading Grade 3	2008-2009		2009-2010	
	Pass	Fail	Pass	Fail
All Students	81%	19%	67%	33%
Female	89%	11%	59%	41%
Male	75%	25%	75%	25%
Black	81%	19%	57%	43%
Hispanic	79%	21%	58%	42%
White	82%	18%	83%	17%
Asian	-	-	<	<
Students with Disabilities	38%	62%	<	<
Economically Disadvantaged	79%	21%	62%	38%
Limited English Proficient	79%	21%	58%	42%
Migrant	<	<	<	<

Mathematics Grade 3	2008-2009		2009-2010	
	Pass	Fail	Pass	Fail
All Students	72%	28%	82%	18%
Female	77%	23%	69%	31%
Male	68%	32%	96%	4%
Black	59%	41%	71%	29%
Hispanic	79%	21%	75%	25%
White	86%	14%	100%	0
Asian	-	-	<	<
Students with Disabilities	31%	69%	<	<
Economically Disadvantaged	64%	36%	79%	21%
Limited English Proficient	79%	21%	75%	25%
Migrant	<	<	<	<

English: Reading Grade 4	2008-2009		2009-2010	
	Pass	Fail	Pass	Fail
All Students	67%	33%	72%	28%
Female	69%	31%	79%	21%
Male	66%	34%	67%	33%
Black	69%	31%	71%	29%
Hispanic	<	<	80%	20%
White	75%	25%	68%	32%
Students with Disabilities	33%	67%	29%	71%

Economically Disadvantaged	60%	40%	68%	32%
Limited English Proficient	<	<	75%	25%
Migrant	<	<	<	<

Mathematics	2008-2009		2009-2010	
Grade 4	Pass	Fail	Pass	Fail
All Students	56%	44%	78%	22%
Female	52%	48%	76%	24%
Male	59%	41%	80%	20%
Black	50%	50%	75%	25%
Hispanic	<	<	73%	27%
White	80%	20%	86%	14%
Students with Disabilities	25%	75%	21%	79%
Economically Disadvantaged	48%	52%	76%	24%
Limited English Proficient	<	<	69%	31%
Migrant	<	<	<	<

English: Reading	2008-2009		2009-2010	
Grade 5	Pass	Fail	Pass	Fail
All Students	76%	24%	58%	42%
Female	80%	20%	67%	33%
Male	71%	29%	50%	50%
Black	70%	30%	56%	44%
Hispanic	70%	30%	<	<
White	83%	17%	79%	21%
Students with Disabilities	70%	30%	0	100%
Economically Disadvantaged	69%	31%	47%	53%
Limited English Proficient	70%	30%	<	<
Migrant	<	<	<	<

Writing	2008-2009		2009-2010	
Grade 5	Pass	Fail	Pass	Fail
All Students	62%	38%	55%	45%
Female	66%	34%	63%	37%
Male	58%	42%	48%	52%
Black	48%	52%	51%	49%
Hispanic	60%	40%	<	<
White	75%	25%	71%	29%
Students with Disabilities	<	<	0	100%
Economically Disadvantaged	55%	45%	48%	52%
Limited English Proficient	60%	40%	<	<
Migrant	<	<	<	<

Grade 5 Mathematics	2008-2009		2009-2010	
	Pass	Fail	Pass	Fail
All Students	71%	29%	59	41
Female	74%	26%	67	33
Male	68%	32%	53	47
Black	52%	48%	56	44
Hispanic	80%	20%	<	<
White	83%	17%	71	29
Students with Disabilities	60%	40%	8	92
Economically Disadvantaged	60%	40%	51	49
Limited English Proficient	80%	20%	<	<
Migrant	<	<	<	<

English: Reading Grade 6	2008-2009		2009-2010	
	Pass	Fail	Pass	Fail
All Students	81%	19%	75%	25%
Female	81%	19%	79%	21%
Male	81%	19%	69%	31%
Black	78%	22%	63%	37%
Hispanic	<	<	<	<
White	88%	12%	78%	22%
Students with Disabilities	<	<	<	<
Economically Disadvantaged	77%	23%	75%	25%
Limited English Proficient	<	<	<	<
Migrant	<	<	<	<

Mathematics Grade 6	2008-2009		2009-2010	
	Pass	Fail	Pass	Fail
All Students	67%	33%	57%	43%
Female	65%	35%	56%	44%
Male	68%	32%	59%	41%
Black	59%	41%	37%	63%
Hispanic	<	<	<	<
White	76%	24%	74%	26%
Students with Disabilities	<	<	<	<
Economically Disadvantaged	63%	38%	55%	45%
Limited English Proficient			<	<
Migrant	<	<	<	<

English: Reading	2008-2009	2009-2010
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Grade 7	Pass	Fail	Pass	Fail
All Students	94%	6%	75%	25%
Female	90%	10%	84%	16%
Male	97%	3%	67%	33%
Black	83%	17%	71%	29%
Hispanic	<	<	<	<
White	100%	0	86%	14%
Asian	<	<	<	<
Students with Disabilities	<	<	40%	60%
Economically Disadvantaged	89%	11%	68%	32%
Limited English Proficient	90%	10%	<	<
Migrant	<	<	<	<

Mathematics	2008-2009		2009-2010	
Grade 7	Pass	Fail	Pass	Fail
All Students	60%	40%	65%	35%
Female	57%	43%	68%	32%
Male	63%	38%	63%	37%
Black	59%	41%	57%	43%
Hispanic	<	<	<	<
White	70%	30%	71%	29%
Asian	<	<	<	<
Students with Disabilities	<	<	20%	80%
Economically Disadvantaged	54%	46%	59%	41%
Limited English Proficient	40%	60%	<	<
Migrant	<	<	<	<

**B. Analyzed student achievement data with identified areas that need improvement;
Data Analysis Narrative**

Kiptopeke Elementary School is entering its fourth year in school improvement. We failed to make AYP in English: Reading and Mathematics. A comparative analysis of our students' performance between school year 2009 and school year 2010 shows an eleven percent decline in student performance on the Reading: English SOL. An increase of four percentile points was noted in the students' performance on the Mathematics SOL.

Grade 3

A meticulous analysis of the Reading: English results show that the performance of all AYP subgroups declined. Students with disabilities and black students saw the greatest decline in their overall performance. Students with disabilities saw a twenty-one percent (21%↓) decline while black students saw a twelve percent (12%↓) decline. White students and our Limited English Proficient students saw a nine percent (9%↓) decline. The subgroup of students making up the Economically Disadvantaged students saw a ten percent (10%↓) decline.

Our students' performance in Math was slightly improved by three percentage points (3%↑). An analysis of subgroup performance show that only one subgroup failed to show improvement; that subgroup was our students with disabilities. They showed a decline of fourteen percentage points (14%↓). The performance of our white students was up one percent (1%↑). Our LEP students saw a two percent (2%↑) increase. Our black students recorded a four percent (4%↑) increase while our Hispanic students saw a five percent (5%↑) increase in their Math performance. The subgroup of students making up the Economically Disadvantaged students saw an overall seven percent (7%↑) increase.

When we compared the SOL performance of our third grade students from one school year to the next, a fourteen point (14%↓) decline was noted in their overall performance in English: Reading. While very minimal, only one subgroup showed improvement (*white students showed a 1% increase*). The performance of our male students was unchanged (*males – pass rate 75%*). All other subgroups showed double digit declines in their pass percentages: females – 30% decline, Black students – 24% decline, Hispanic students – 21% decline, Limited English Proficient students – 21% decline, and Economically Disadvantaged students – 17% decline.

The overall pass performance in Mathematics of this third grade class showed a ten percent (10%↑) improvement from one year to the next. An analysis of the individual performance of each subgroup showed declines in the performance of three of them: female students (8% decline↓), Hispanic students and the students making up the LEP subgroup (4% decline↓). The four remaining subgroups showed different degrees of improvement. The males' subgroup pass rate was up twenty-six percent points (26%↑). The students making up the black subgroup showed a twelve percent (12%↑) increase in their pass rate. The pass performance of our white subgroup of students was up by fourteen percent (14%↑) and the economically disadvantage subgroup showed a fifteen percent (15%↑) increase.

Grade 4

A review of the Grade 4 SOL results showed an overall improvement in the “all” students' category in English: Reading and Mathematics. Our student pass rate in English: Reading showed an increase of five percentage points (5%↑). In Mathematics, our students showed a twenty-one percent increase (21%↑).

When looking at the pass rate of the individual subgroups in English: Reading, the performance of two subgroups declined slightly. The subgroup making up our white students showed a decline of seven percentage points (7% decline↓). Our students with disabilities showed a decline of four percent points (4% decline↓). The pass rate of all other subgroups showed minimal improvements (*female students – 10% increase, male students – 1% increase, black students – 2% increase, and economically disadvantaged students – 8% increase*).

Students with disabilities were the only subgroup taking the grade 4 Mathematics SOL that did not demonstrate a pass rate increase. Their pass rate in all areas continues to be extremely low when compared to the pass rates of their peers. Their current pass rate is down by four percent (*4% decline ↓*). Grade 4 female students showed an increase of twenty-four percent (*24% ↑*). The performance pass rate of our grade 4 males increased by twenty-one percent (*21% ↑*). The pass rate of our black students showed an increase of twenty-five percent (*25% ↑*). The pass rate of students making up the economically disadvantaged subgroup showed an increase of twenty-eight percent (*28% ↑*). The subgroup showing the smallest improvement in their pass score was the group of students making up the white subgroup. Their pass rate showed an increase of six percent (*6% ↑*).

Grade 5

Students in grade 5 showed deficits across the three core subject areas of English: Reading, Writing and Mathematics. Their performance on the English: Reading SOL showed deficiencies across all subgroups. The most significant deficits were recorded by our students with disabilities. None of these students passed the English: Reading and the Writing SOLs.

A review of the Grade 5 SOL pass performance for all students showed a decline of eighteen percent (*18% decline ↓*). Male students and our economically disadvantaged students showed the greatest decline in pass rates (economically disadvantaged *↓22%*, male students *↓21%*). Our female and black students showed thirteen percent (*13% ↓*) and 14 percent (*14% ↓*) declines in their pass rate performance respectively. The pass rate of our white students was down by four percent (*4% ↓*).

A review of the Grade 5 SOL pass performance for all students in the area of Writing shows a seven percent (*7% ↓*) decline. As with English: Reading, no students with disabilities passed the Writing SOL. Our male students showed a ten percent (*10% ↓*) decline in their pass rate. The female students and the black students showed a three percent (*3% ↓*) decline. The performance of our white students showed a decline of four percent (*4% ↓*). Student in the economically disadvantaged subgroup produced a seven percent (*7% ↓*) decline in their overall scores.

The overall performance of our students in Mathematic in grade 5 produced a deficient pass rate of twelve percent (*12% ↓*). The only students not recording a deficit in their pass rate were the students making up the black subgroup. Their performance showed an increase of four percent (*4% ↑*). The pass rate of our male students is down by fifteen percent (*15% ↓*). While the pass rate of our students making up the white subgroup is down by twelve percent (*12% ↓*), they continue to out-perform all other subgroups. Our students with disabilities recorded a pass rate decrease of fifty-two (*52% ↓*) percentage points, the most significant decline of all subgroups. Students making up our economically disadvantaged subgroup recorded a decline of nine percentage (*9% ↓*) points.

Grade 6

Our Grade 6 students recorded deficits in both English: Reading and Mathematics. The pass rate for all students in the area of English: Reading was six percent (6%↓). The largest deficit recorded in English: Reading occurred with our black and white students whose pass rate decreased by fifteen percent (15%↓) and ten percent (10%↓) respectively. Our male students in grade 6 recorded a twelve percent (12%↓) deficit in their pass rate from one year to the next. The pass rate of our female subgroup and our students making up the economically disadvantaged subgroup recorded a slight decline of two percent (2%↓).

The performance of our grade 6 students as a subgroup fell by ten percent (10%↓). The greatest deficits were seen in our black students (*deficit of 22%↓*) and our subgroup of students forming the economically disadvantaged subgroup (*deficit of 25%↓*). Our female and male subgroup saw a decline in their pass rate of nine percent (9%↓). The smallest decline was seen in our subgroup making up our white students (2%↓).

Grade 7

Our Grade 7 students saw an overall decline in English: Reading at the nineteenth percentile (19%↓). The greatest deficits were seen with our male subgroup of students (30%↓) and our students who make up the economically disadvantaged subgroup (21%↓). Our female and white subgroups of students saw a fourteen percent (14%↓) decline in their pass rates. Our students making up the black subgroup of students showed a twelve percent (12%↓) decline in their pass rate.

A review of our student performance in the area of Mathematics showed slight increases in the performance of all but one subgroup. The overall performance of our students was up by five percent (5%↑). Our female students recorded the greatest improvement over all other subgroups in their pass rate. They recorded a pass percentage of eleven (11%↑). Our subgroup of white students showed the smallest gains of one percent (1%↑). Students making up the economically disadvantaged subgroup showed an increase of five percent (5%↑) in their pass rate. The performance of our male students remained unchanged. Our black students recorded the only decline in their pass rate (2%↓).

C. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject;

Highly Qualified Teachers and Teachers W/Less Than Three Years-Experience

Grade Level	Total Teachers at each Grade	# of Teachers < 3 yrs	# Teachers Highly Qualified
3 rd Grade	5	1.5	4
4 th Grade	4	3	4

5 th Grade	5.33	3.5	3	% Considered Highly Qualified
6 th Grade	4.33	3	4	
7 th Grade	4.34	3	3	
Total	23	14	18	78.2%

D. Number of years each instructional staff member has been employed at the school;

Years of Employment

Instructional Staff	Area	Years Employed	Highly Qualified	% of Time Actually Worked
Teacher 1 G4	Grade 4	36	Y	95%
Math	Math	26	Y	98%
Special	Study Skills	26	Y	89%
SpEd Teacher 1	Special Ed	23	Y	94%
Teacher LA 7	Grade 7	21	Y	96%
Teacher Gifted	Gifted	20	Y	96%
Teacher 1 G2	Grade 2	18	Y	93%
Teacher K1	Kindergarten	16	Y	97%
Teacher 1 Gr3	Grade 3	14.5	Y	95%
Teacher 1 Gr 1	Grade 1	13.5	Y	95%
Teacher 2 Gr3	Grade 3	13	Y	95%
Teacher K2	Grade K	11	Y	90%
Teacher PK1	Grade PK	8	Y	92%
Teacher 1 G5	Grade 5	7	Y	85%
Reading Coach	Reading Coach	6	Y	89%
SpEd Teacher 2	Special Ed	5	Y	91%
Teacher ELL	ELL	4	Y	94%
SpEd Teacher 3	Special Ed	4	N	Long-term Sub
Teacher 1 Gr6	Grade 6	4	Y	88%
Teacher 2 Gr2	Grade 2	3	Y	97%
Teacher 3 Gr2	Grade 2	3	Y	89%
Teacher 3Gr3	Grade 3	3	Y	91%

Instructional Staff	Area	Years Employed	Highly Qualified	% of Time Actually Worked
Teacher 4 Gr3	Grade 3	3	N	98%
SpEd Teacher 4 G5-7	Special Ed 5-6-7	6	Y	92%
SpEd Teacher 5 G4	SPED 4th Grade	1	N	93%
Teacher PK 2	Pre-K	2	Y	96%
SpEd Teacher 6 G7	Sp Education 7	2	Y	89%
SpEd Teacher 7 Gr3	Special Ed 3	2	Y	94%
SpEd Teacher 8	Special Ed	2	Y	91%
Teacher Gr7	Grade 7	2	N	90%
Teacher 2 Gr6	Grade 6	2	Y	92%
Teacher 2 Gr1	Grade 1	2	Y	93%
Teacher 2 Gr2	Grade 4	2	Y	97%
Reading Teacher	Reading Teacher	2	Y	92%
Teacher 2 Gr5	Grade 5	2	N	93%
Kindergarten	Kindergarten	2	N	96%
Teacher 3 Gr1	Grade 1	2	Y	97%
Teacher 6/7	Grade 6/7	2	Y	97%
Reading Intervention	Reading Interv 6	2	Y	97%
Teacher 3 Gr4	Grade 4	21	Y	85%
Teacher PreK 3	Pre K	12	Y	94%
Teacher 4 Gr1	Grade 1	29	Y	96%
Teacher 3 Gr5	Grade 5	2	Y	97%
Teacher 4 Gr4	Grade 2	4	Y	92%
Media	Media	30	Y	97%
Teacher PE1	PE/Health	18	Y	92%
Teacher PE1	PE/Health	20	Y	92%
Teacher Art	Art	2	Y	93%
Teacher Music	Music	3	Y	95%
Math Gr6	Math 6	13	Y	94%

E. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools;

Graduation Rate

N/A

- F.** Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status;

Student Demographic Information

Category	Male	Female	Total Students	Attendance Rate
American Indian	0	0	0	-
Asian	3	2	5	
Black	137	152	289	
Hispanic	74	54	128	
White	87	74	161	
Disability Status	71	31	102	
LEP Status	64	55	119	
Migrant Status	41	35	76	
Homeless Status	55	45	100	
Economically Disadvantaged	238	220	458	
Total Enrolled Students			583	
School's Overall Attendance Average				95.37%

G. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess;

Facility Information

Kiptopeke Elementary School was opened in 1993. It has 31 interior classrooms with an exterior modular unit added in 2007. This modular unit houses 6 classrooms and was added to accommodate the return of grades six (6) and (7) to the elementary school after the closing of our middle school.

The Media Center is approximately 1500 sq. ft. in size and houses a collection of 14,537 books which equates to about 22 books per student. The cafeteria is approximately 2,000 square feet in size and seats 250 students. Our gym is approximately 2,400 square feet in size and doubles as our auditorium for assemblies and other special activities. It is equipped with a stage area that measures about 200 square feet in size. The outside playground area is over 4 acres in size. It includes a fenced in area for our pre k and kindergarten students equipped with playground equipment appropriate for their age and size.

H. Total number of minutes in the school year that all students were required to attend school and any increased learning time (e.g., before- or after-school, Saturday school, summer school);

Number Minutes in School Year

Kiptopeke Elementary School provides 68,382 regular instructional school minutes (1,139.7 hours) to its students. As well, selected students receives 1,680 minutes of additional instruction through our after school programs. A summer school program is provided annually and provides an additional 4,560 minutes of enrichment and remedial instruction.

I. Total number of days teachers worked divided by the maximum number of teacher working days;

Teacher Total Work Days

(See Table in “D” for this information)

J. Information about the types of technology that are available to students and instructional staff;

Technology

The following technologies are available to students and instructional staff at Kiptopeke Elementary School:

- 2 computer labs,

- 2 stations in each classroom,
- Student Response Systems (clickers)
- 2 portable whiteboards,
- Promethean Boards (13)
- 3 computer carts w/ 20 laptops each
- Personal laptops for every teacher
- Elmo's
- LCD projectors
- Various Assistive Technology Tools (Reading Pens, Audio Books, other communication devices)
- Virtual Data Wall

K. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics.

Annual Goals

- 1) To analyze SOL benchmark data to determine successes and areas of need looking closely at the subgroups.
- 2) To develop a system for the sharing of instructional practices within grade level meetings that will result in gains in student learning.
- 3) To increase the performance of all students by 10% in the subject areas of English: Reading, Writing, Mathematics, Science and Social Studies as measured by final results on the SOL.
- 4) To improve the overall instructional quality of content in all areas and for all students by engaging teachers in high quality, individualized professional development designed based on their individual strengths and weaknesses, measured by the performance of students on PALS assessments, pre and post assessments, benchmark assessments, SOL assessments and individual class performance.

Part 2. Design and Implement an Intervention for Each School – Tier I and Tier II schools must implement one of the intervention models. Tier III schools may implement one of the intervention models or other school improvement strategies.

The LEA will need to have detailed plans in place to demonstrate how the interventions will be designed as well as the plan for implementation. Listed below are the factors that will be considered to assess an LEA's commitment to designing interventions consistent with the factors below from the U.S. Department of Education (USED) Final Requirements for School Improvement Grants as amended November 1, 2010.

For each school listed in Section A that is implementing one of the intervention models, describe the following:

- a. The plan to implement the interventions by the beginning of the 2011-2012 school year.
- b. The plan to regularly engage the school community, with substantial emphasis on parental engagement, to inform members of progress toward the design and implementation of the interventions and to give them opportunity to provide input.
- c. The LEA resources to research and design the selected interventions as intended.
- d. The plan to set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- e. or to be attended by the LEA.
- f. The LEA's capacity to implement the selected intervention models.

Response:

Northampton will implement the Transformation Model for school improvement. The implementation of this model will begin at the beginning of the school year in September 2011. Prior to choosing the Transformation Model, other support models were considered, but determined not to be appropriate based on our needs and geographical location. Because of the isolation and rural geographic location of our schools removal of 50% of the staff is not realistic. As well, there was not sufficient time to notify staff of the decision for non-employment. As well, the Restart model and the closure options are not feasible for our elementary school due primarily to the geographically scattered and sparsely situated neighborhoods and houses across the vast 30 to 33 miles making up Northampton County.

Due to the length of time **Kiptopeke Elementary School** has been in school improvement and due to the minimal academic gains documented in SOL results for a number of years the only feasible option for KES to consider to help in turning our school around is the transformation model.

Northampton County Schools has agreed to enter into a partnership with EdisonLearning, a lead turnaround partner, who will provide support focused on improving the academic performance of our students. The level of support provided will be focused at the school/district level to target sustainable improvements by building local capacity and establishing structures that will help ensure high performance on an ongoing basis.

EdisonLearning will provide support to Kiptopeke utilizing an onsite achievement team, with a successful history of transforming schools. This support team will be led by the Vice President of Educational Services (VPES). The VPES will oversee all operational issues at the site, as well as liaise with District personnel on any issue or program outside of the instructional domain.

The partnership will begin with a comprehensive diagnostic assessment conducted by a team directed by a Lead Diagnostician. This diagnostic assessment will identify Kiptopeke's strengths, weaknesses, resources, issues, opportunities and organizational needs. The Diagnostic team will assess, among other things, site-based instructional leadership, the rigor of classroom instruction, alignment of curriculum and instruction to state standards, curriculum coherence and vertical alignment, and the research basis for curriculum choices. As well, EdisonLearning will analyze Kiptopeke's existing data (to include SOL data, PALS data, ARDT results, etc.) along with the Diagnostic report to produce a comprehensive plan of intervention.

The Diagnostic Report will identify gaps in district and/or school curriculum, and will also include suggestions for new curriculum if existing materials are found to be lacking. Edison will help KES determine the quality and rigor of its academic program as well as in obtaining information on the implementation of the curriculum.

The schedule to begin this process will kick-off during the month of July. The lead diagnostician will meet with the principal and a district rep to provide an overview of the process. A return date early in September 2011 to conduct the actual assessment will be set.

The diagnostic process will be conducted utilizing the following processes and timelines:

1. Information Gathering and Processing: During this initial phase, the team collects all available quantitative data on the school and forms initial hypotheses, a process that takes about two weeks from the time the school makes the data available. In most cases, the work in this stage is performed by the team leader and distributed to the visiting team several days prior to their arrival at the site.
2. Diagnostic Visit: The team makes an intensive three-day qualitative study of the school, spending at least 50% of its time in direct classroom observations and ensuring that the majority of faculty members are seen teaching. The school will be involved throughout the process; the team works with the school rather than working in isolation from them. Diagnostic teams build effective working relationships with schools based on professionalism and sensitivity. Issues are explored together. High standards and expectations are the hallmark by which schools are evaluated. The clearly articulated criteria in the EdisonLearning Diagnostic Rubrics form the basis for this process.
3. Diagnosis and Recommendations: Step 3 requires the team to make judgments based on valid and reliable evidence. Preliminary judgments regarding the educational standards achieved at the school, as well as the strengths and weaknesses in teaching and other aspects of education that contribute to student achievement, are shared with the school's leadership on the last day of the Diagnostic. A final written report is prepared by the team leader during the week following the visit. The team receives drafts and provides input to insure that the school's written feedback is clear, easily understood and constructive. This feedback will then inform the school improvement planning that follows. The report includes the following components and is usually 35 to 40 pages

long:

- School details
- Team mini bios
- A summary of the evidence base
- An achievement summary
- Summary rubrics with numeric values for each of the 10 domains
- Commendations for each of the 10 domains
- A narrative summary of the team's evidence for each of the 10 domains
- Recommendations and associated strategies for each of the 10 domains

4. Action Planning: This step is a process during which the regional support team creates a plan for addressing the recommendations made in the Diagnostic Report. If the school has recently developed a school improvement plan, then the team will work with the school to align recommendations with this and integrate additional necessary actions into the existing plan. The next steps that the school needs to take in order to improve must be clearly identified with supporting strategies to help the school achieve them. The plan identifies:

- Goals
- Strategies to accomplish the goals
- Success criteria to measure the extent to which the goal has been accomplished
- The timeline for goal accomplishment
- Persons responsible for achieving the goal
- Resource requirements for goal achievement

5. Plan Execution: During this step, the recommendations of the diagnostic are addressed and implemented. The EdisonLearning Turnaround Achievement Team and the school work collaboratively to make the changes and to provide the resources necessary to drive school improvement.

Once the diagnostic assessment is completed, EdisonLearning in partnership with the staff at KES will craft a customized implementation plan aligned, as appropriate, with the district and school improvement plans. This plan will outline clear action steps and specific implementation strategies. A shared vision and mission will be created. This shared mission and vision will guide the planning, goal setting and decision making process.

Utilizing school resources, and as needed resources from EdisonLearning, high academic and behavioral objectives will be set and supported with specific strategies and actions. These objectives will be monitored to ensure adequate progress is made. Progress

milestones will be celebrated.

As well, work on the district's curriculum will begin with the Diagnostic process. EdisonLearning will customize its model of support and interventions to align with Virginia Standards. A key tool used to promote, monitor and evaluate standards based curriculum is the Companion Guides. These Companion Guides will be used to evaluate how effectively and efficiently the district's curriculum aligns with the English and math Virginia standards and skills.

The Companion Guides provide opportunity for embedding, curriculum resources and assessment evidence to assist the staff at KES in analyzing the essential knowledge and skills of their students by grade and content area. Teachers will receive an easy-to-use format outlining the grade level skills and knowledge that are required to be taught in English and Math. As a result, teachers will have more opportunity to focus on classroom instruction, planning and other instructional preparation tasks.

In addition, the Companion Guides will produce teaching strategies for teaching the Virginia standards and grade level skills, as well as, strategies for differentiating the instruction to meet the various skill levels of students. Because these guides are so clearly written and designed, teachers will use them as an instrument for the active discussion, promotion, and articulation of curriculum across schools and grade levels at instructional faculty meetings, grade level team meetings and data meetings.

Building on instructional content and strategies developed through school improvement training received from the state, EdisonLearning will provide staff development that will reinforce the fluid utilization of formative assessment strategies. Teachers at KES will receive support as they seamlessly embed into their classroom instruction a system of formative assessment that allows for ongoing monitoring of the attainment of the instructional curriculum. Teachers will as they internalize these formative assessment strategies automatically adjust instruction as needed.

In an effort to maximize instructional time, increase student achievement, and increase student time on task, EdisonLearning will develop and implement an evidence-based discipline program that minimizes student time out of school and/or class. To accomplish this, the on-site Turnaround Achievement Team will collaborate with the school to provide all staff members extensive training in leadership techniques that will establish an orderly environment conducive to learning. School leadership will share their current ESD strategies to determine if these strategies might be tweaked and adapted to meet EdisonLearning's behavioral model standards.

For our most challenging students, KES will follow the recommendation of EdisonLearning to use the SARA model for addressing chronic and repeat problems arising inside the school or in the community. This is a four step process that includes the following steps:

- Scanning—identifying and selecting a problem (e.g., bullying)

- Analysis—examining what is causing or permitting the problem (e.g., the bullies' insecurity, lack of reporting by victims, parental tolerance or helplessness)—and identifying resources for help with solving the problem
- Response—designing and implementing a solution to the problem based on analysis (e.g., providing school-wide education regarding bullying, counseling students who bully, working with the parents of bullies)
- Assessment—evaluating whether the response reduced the severity of the problem

The on-site Turnaround Achievement Team will work closely with school leaders and staff members to develop a plan for the collection, maintenance, and analysis of relevant data to facilitate the planning and tracking process. Using these data, the Turnaround Achievement Team will work with school administrators in their weekly and/or monthly meetings to monitor progress against the improvement plan.

Another major support component of this partnership with Edison is the focus on and use of benchmark assessing. KES has always participated in the benchmarking of our students, but EdisonLearning will through its renowned Benchmark Assessment System, guide KES to a more effective use of data to drive instruction and to make decisions with their grade levels.

Benchmark assessments will be administered electronically. Monthly assessments will be given to students in reading and mathematics. These assessments will be administered during a single class period. The results will be returned instantly and made accessible to teachers immediately. A host of reports will be generated and will enable teachers to identify student weaknesses, strengths and patterns, quickly. Once benchmark assessment results are received, the results will be instantly analyzed to determine appropriate interventions.

As EdisonLearning works along-side KES to build the instructional delivery capacity of its teachers, they will work to develop and engage teachers and the building leaders in professional development opportunities aligned to our overall programmatic goals. Professional development will be offered to all KES staff members. Building administration will work in collaboration with district administration, and the school's staff to align county and state goals when appropriate. Staff will participate in professional development that coincides with the requirements of the turnaround model, which—depending on the diagnostic--could include leadership, instruction, and program and curriculum elements.

Using EdisonLearning's instructional framework, their Center for Teaching and Learning will coordinate all programmatic professional development through an ongoing program that will include face-to-face conferences, webinars and online professional development opportunities. The Center for Teaching and Learning will also maintain and document staff attendance at professional development offerings and be prepared to provide documentation as required. Opportunities for collaboration will also be offered through online professional development.

EdisonLearning will offer teachers a personalized training and support program that meets their individual needs. The on-site Turnaround

Achievement Team consisting of general achievement and curriculum and instruction specialists will work with school leaders to develop personal growth plans for teachers based on EdisonLearning's research-based frameworks for highly effective teaching. The Turnaround Achievement Team then provides focused coaching and mentoring for teachers that targets their identified growth areas.

As well, in an effort to build strong leaders that promote accountability, teamwork and academic excellence, EdisonLearning will provide professional staff development to the KES' building administrators. The Turnaround Partnership School Leadership Development Program will provide KES school leaders with the resources and customized support needed to grow professionally and develop the skills to become strong instructional leaders of a high-achieving school.

These resources will include access to: Proven Leadership Models, National Leadership Team Training, National Principal Conferences, and Continuing Local/On-Site Support. The goal is to build strong building leaders who have strong impact on their teachers and students. The Turnaround Achievement Team will provide targeted support to principals, individually and in groups, based on their current performance levels and goals in each leadership role. The principal leadership development tools help EdisonLearning determine the type and nature of support that needs to be provided to a particular principal.

The principal at KES and his Turnaround Achievement Team will work together at the beginning of the first year of the partnership to review the EdisonLearning Leadership Rubric, to outline baseline performance ratings and goals using the Self-Appraisal and Personal Leadership Development Plan for Turnaround Partnership School Principals. Together they will determine related strategies and support. Reflective progress reviews, including a reflection on current performance ratings and goals, will be held at mid-year and at the end of the year. Goals can be added, deleted, or modified as the principal's needs change. At the review at the end of the first year, goals will be established for the first half of the following year. The principal may update the goals as needed based on any student achievement data that is received during the summer.

EdisonLearning incorporates a teacher and principal evaluation system within their network of supports. The teacher evaluation process is completed annually for all instructional staff within the school building. The process begins in the fall, with the teachers completing the EdisonLearning Goal Setting and Evaluation form. This form asks each teacher to work with their team members as well as the principal to identify specific goals in each of five critical areas:

1. Curriculum, Instruction and Assessment
2. Learning Environment
3. Family Partnership
4. Technology
5. Student Achievement

Teachers then set goals. These goals are set by the end of the first month of school (but no later than October). Teachers track their

progress against goals. They create a portfolio of evidence of their success in working toward their goal achievement. The principal will conduct several classroom observations as outlined in the principal observation guidelines for Northampton. The principal will complete the Teacher Performance Appraisal Classroom Observation form, and will have a meeting with the teacher after the observation to discuss what was observed, provide feedback and revise the teachers goals and professional development plan if necessary.

In April, the teacher will complete the self-evaluation section of the Goal Setting & Evaluation Form, submitting the completed document along with evidence of successful completion of the goals. The principal will use the data from the observations, the Teacher's Goal Setting and Self-Assessment portfolio, as well as data related to the teacher's academic success, attitude and teamwork, to make a final evaluation for that teacher. Based on the evaluation results, the teacher may be asked to return for another school year, or identified as a non-renewing teacher.

In the same manner, EdisonLearning will implement a principal evaluation system using EdisonLearning's Performance Management System for principals. The Performance Management System is designed to support principals as they execute the five leadership roles of Instructional Leader, Organizational Leader, Culture Builder, Site Manager and Edison Executive, and measures their progress and success in achieving their annual achievement and professional growth goals.

The process begins before the start of each school year with a review of the previous year's performance results, including the extent to which achievement and professional goals were reached, self-reflection, the results from the VPES and Principal performance assessment using the EdisonLearning Leadership Rubric, and the results from a research-based 360-degree tool that measures the effectiveness of observed principal behaviors. From these findings, performance and professional growth goals for the coming year are set, and strategies to achieve these are identified and captured.

Throughout the year the principal is actively involved in ongoing professional development, peer group activities and action research activities that are aligned with his/her performance and professional growth goals. This may include attending conferences such as the EdisonLearning Leadership Development Academy, participating in webinars, or receiving on-site training from the VPES or curriculum specialist.

As a result of this strong principal and teacher evaluation component built into this partnership, it is possible, that there may be recommendations for the non-renew of some individuals. As a result, a review of our current policies to ensure that they support such actions was conducted. Currently, Northampton's policy GCPD – Professional Staff Members: Contract Status and Discipline provides guidance for the non-renewal of teachers and administrators based on their professional performance. In our opinion, this policy is sufficient to support any action recommended by the principal or by Edison, deemed the necessary supports and guidance have been provided to improve said teachers deficiencies.

EdisonLearning employs rigorous processes for collecting, managing, analyzing and reporting data from various sources including student assessments, student attendance, classroom observations, parent involvement, walkthroughs, student discipline and satisfaction surveys. The on-site Turnaround Achievement Team will work closely with school leaders and staff members to develop a plan for the collection, maintenance, and analysis of relevant data to facilitate the planning and tracking process. Using these data, the Turnaround Achievement Team will work with school administrators in their weekly and/or monthly meetings to monitor progress against the improvement plan. EdisonLearning will work closely with school leaders and staff to develop a plan that will address the needs identified for each school in the diagnostic process and final diagnostic report.

The data also feed Dashboard Reports that will be used to guide improvement planning and provide reports to appropriate authorities. The EdisonLearning Dashboard process is an adaptation of the Six Sigma business model focused on reaching improvement goals and relentless monitoring of continuous progress through the use of data and observation. The “critical to quality” metrics identified are divided into three categories: Instructional Quality, Student/School Culture, and Customer Satisfaction. The Dashboard also includes monthly grade-level performance on the Mathematics and Reading Benchmarks Assessment System as compared to performance thresholds. This continuous focus on “critical to quality” metrics enables schools to effectively and efficiently monitor progress.

Every other month, the principal meets with the VPES to review progress being made towards goal achievement. Both the principal and VPES complete the Bi-monthly Leadership Review form and discuss their results. Discussion also focuses on what the principal has done since the last meeting to move forward in meeting goals, what challenges s/he has faced in achieving goals, and what alternate or additional plans can be made to support the principal in achieving those goals. Ongoing monitoring and feedback is critical to supporting the principal’s success. If necessary the goals are adjusted at the time of the January bi-monthly review.

Towards the end of the academic year, the summative review between the VPES and principal will take place. This formal review will assess how effectively the principal has accomplished the goals that were outlined. Assuming that the principal will be returning, goal will be set for the upcoming year.

Finally, EdisonLearning will support KES as they continue to create a culture in which parents are expected to be physically present in the school for more than just conferences. Because KES has a long standing history of engaging parents in a host of parental involvement activities, they will sit with their turnaround partner to design ways to entice more families to participate. Working with the partnership school and existing strategies, EdisonLearning will guide coordination of current parent and community resources with potential new strategies that will positively impact achievement and school culture.

Efforts to engage parents and the community in the school improvement process will be ongoing. KES will use their quarterly newsletter

to communicate progress being made with school improvement. In addition, parent-teacher conferences, PTA meetings, open house, and the school's webpage will be utilized to share information regarding the curriculum, information regarding school improvement and other general school topics.

KES will continue to solicit parent participation on the school improvement and other school related committees. KES will continue to use its partnerships with community and faith-based organizations to engage families who often do not feel comfortable in school. As well, KES will use its community and faith-based partners to support the school and students by hosting curriculum nights, tutoring sessions and other family wellness activities. Parent Universities, typically held twice a year at community housing complexes will continue. KES will use this venue to inform parents and community members of their progress along with other key curricular and instructional information. KES will report monthly to the school board their progress with school improvement.

KES will ensure that parents are provided their password to the parental portal in PowerSchool to ensure they are able to monitor their student's progress. Teachers are required to update grades in their grade book to ensure that parents have the most up to date information on his or her student. Lastly, KES will utilize parent surveys to gauge their success with school improvement and their efforts in informing parents as they move through the process of school improvement.

In addition to the supports outlined by EdisonLearning the following additional resources are needed:

Interventions	Indicator of Implementation	Procedures for Evaluating Indicators of Implementation
<p>1) Continue employment of the Data Coach to assist with the understanding and analyzing of student achievement data.</p> <p>The Data Coach will work collaboratively with instructional staff to facilitate data discussions and to assist in creating meaningful plans for intervention.</p>	<p>1) Data coaches will spend the month of August reviewing and organizing the 2011 Spring data for sharing with teacher teams in September 2011.</p> <p>2) They will organize and provide to EdisonLearning data needed to begin the initial assessment.</p> <p>3) Share with EdisonLearning the Data Teams process utilized within the building during school improvement last year; reorganize as requested by EdisonLearning.</p> <p style="padding-left: 40px;">a. Analyze and discuss grade level data trends and instructional practices (Data Based Decision Making)</p> <p>4) Weekly data discussion at grade level meetings.</p>	<p>1. Participation in staff development activities with Staff Development for Educators on data analysis.</p> <p>2. The principal will ensure that data teams are formed and meeting regularly as indicated. Meetings will be documented.</p>
2) Reading Tutors (4) will provide	1) These tutors will be used to help struggling students	1) Log of students receiving

<p>supplemental instructional services to the students who struggle significantly with reading tasks.</p> <p><i>Candidates for the four (4) part-time Reading tutors must hold a teaching certificate, a Bachelor's Degree, or an Associate's Degree.</i></p> <p><i>These individuals must demonstrate the ability to work independently and as part of a team. They must be a self starter and must demonstrate the ability to supervise and instruct students</i></p>	<p>master difficult concepts. Using the IStation and Study Island pre and post assessments will identify weaknesses and gaps, the tutor will structure interventions to remediate these gaps.</p> <p>The use of tutors will minimize distractions and help the student to focus on the work at hand. The tutor will monitor the student and make sure that they stay on the track that they need to be following. In addition, tutors know the latest teaching techniques so that the help that they are giving will maximize the small group time.</p>	<p>additional support. Analyze student performance on multiple achievement sources to include PALS assessment, SOL assessments and others.</p>
<p>3) The Math Tutors (3) along with the building administrators will analyze test data to plan appropriate math interventions for designated students.</p> <p><i>Math Tutors (3) holding a teacher certification, Bachelor's Degree, or an Associate's Degree will be recruited.</i></p> <p><i>These individuals must demonstrate the ability to work independently and as part of a team. They must be a self starter</i></p>	<p>5) These tutors will be used to help struggling students master difficult concepts. Using the IStation and Study Island pre and post assessments will identify weaknesses and gaps, the tutor will structure interventions to remediate these gaps.</p> <p>The use of tutors will minimize distractions and help the student to focus on the work at hand. The tutor will monitor the student and make sure that they stay on the track that they need to be following. In addition, tutors know the latest teaching techniques so that the help that they are giving will maximize the small group time.</p>	<p>Log of students receiving additional support. Analyze student performance on multiple achievement sources to include PALS assessment, SOL assessments and others.</p>

<p><i>and must demonstrate the ability to supervise and instruct students.</i></p> <p>4) Once a week during the team planning period throughout the school year, the data coach will collaborate with teachers to develop lesson plans that contain effective strategies for teaching math skills.</p>		
<p>5) Two (2) part-time Early Intervention tutors to work with K-1-2 students who are struggling with beginning reading skills.</p> <p><i>Candidates for the two part-time Early Intervention tutors must hold a teaching certificate, a Bachelor's Degree, or an Associate's Degree.</i></p> <p><i>These individuals must demonstrate the ability to work independently and as part of a team. They must be a self starter and must demonstrate the ability to supervise and instruct students.</i></p>	<p>6) Early reading intervention is crucial for identifying students who are experiencing difficulty with beginning reading skills. Effective interventions enable teachers to address students' needs when they are <u>learning</u> to read (grades K-1), rather than in upper grades where struggling students may already be failing academically and frustrated about learning in general. These tutors will provide the early interventions needed to reduce the number of students felling to read at grade level.</p>	<p>Log of students receiving additional support. Analyze student performance on multiple achievement sources to include PALS assessment, SOL assessments and others.</p>
<p>6) JumpStart Summer Remediation Program</p>	<p>7) Our remediation summer school program will serve students who have difficulty mastering required core content and skills during the school year. The focus will be on providing these students the required prerequisite skills needed to move from</p>	<p>1) Log of students receiving additional support.</p> <p>3) Administration and examination of pre and post assessments using Study Island and ISTATON.</p>

	<p>one level to the next.</p> <p>8) Specific curriculum will be presented in a condensed period of time, emphasizing the mastery of the student's individual deficiency. Our summer school classes will meet 4 days weekly for a total of 20 days.</p>	<p>4) Analyze student performance on multiple achievement sources to include PALS assessment, SOL assessments and others.</p>
<p>7) Extended Day Instructional Services</p>	<p>8) During late winter into early spring of the year an extended day program for all students will target the specific needs of students served.</p> <p>Students not passing SOL assessments will focus on SOL skill remediation. Other students will be provided with extended learning opportunities.</p> <p>In additional, enrichment opportunities will be provided to those students who are on or above grade level.</p>	<p>2) Log of students receiving additional support.</p> <p>5) Administration and examination of pre and post assessments using Study Island and ISTATION.</p> <p>3) Analyze student performance on multiple achievement sources to include PALS assessment, SOL assessments and others.</p>

<p>8) Saturday School Extended Learning</p>	<p>Saturday School is an extended learning opportunity designed to help students who are experiencing trouble with classes during the school week.</p> <p>This program will serve multiple purposes. Students who have missed instruction due to illness will have the chance to catch up. At the same time, students who are having difficulty assimilating information during the week will have the opportunity to receive instruction from different teachers through the program, and hopefully begin to relate to the subject matter encountered during the week.</p> <p>Saturday School is designed for children from kindergarten age to grade 6.</p>	<p>1) Log of students receiving additional support.</p> <p>2) Administration and examination of pre and post assessments using Study Island and ISTATION.</p> <p>3) Analyze student performance on multiple achievement sources to include PALS assessment, SOL assessments and others.</p>
<p>9) Revisions made to and/or the writing of the following curriculums:</p> <ul style="list-style-type: none"> • English: Reading • English Writing • Science • Math 	<p>10) In an effort to improve student performance on standardized tests the work of writing and revising curriculum is ongoing.</p> <p>An analysis of several international studies shows that implementing and monitoring an aligned curriculum will result in a measurable impact (31 percentile points) in student achievement. It is further concluded that an aligned curriculum "cancels out" the more traditional predictors of student achievement such as socioeconomic status, gender, race and teacher effect. As a result, funding to support these tasks are needed.</p>	<p>6) The administrative staff will participate and oversee the writing of the curriculum throughout the summer and the school year.</p>
<p>10) Provision of substitute teachers for professional staff development throughout the school year.</p>	<p>11) As the individual and collective needs of the teachers are considered professional development must be presented to our teachers. To assist with developing the skills of our teachers, we will need</p>	<p>7) Documentation of staff development opportunities for staff.</p> <p>8) Substitute teacher sign in Log.</p>

	funding for substitute teachers to cover while they are in training.	
11) Increase collaborative time for teachers and extended school day programs for increased instructional time for students.	<p>12) The instructional school day for students at KES is from 7:50 a.m. to 3:25 p.m. which added 30 additional minutes to our instructional day during the 2010-2011 school year.</p> <p>13) Provision of a JumpStart program for grades K-6 providing corrective teaching for 4 hours per day for 20 days in the areas of reading and math.</p> <p>14) During common planning periods teachers will collaboratively use student data to create lesson plans and share instructional strategies and practices</p>	<p>15) The principal will continue to ensure that additional minutes are used exclusively for instruction. EdisonLearning will look at the master schedule and provide suggestions for revisions to maximize instruction opportunities for students.</p> <p>16) The Jump Start program will provide extended learning opportunities for all students. Opportunities for enrichment and remediation will be provided.</p> <p>17) Administrators will review lesson plans for curriculum alignment.</p> <p>18) Administrators will be active, participating team members at grade level and data meeting.</p> <p>19) Administrators and teachers will review and analyze student work samples, assessments, and reports from benchmark assessment proficiency reports to assess the impact on achievement. Based on the data, regroup as necessary to provide additional support.</p>
12) Provide professional staff	1) The instructional tool ISTATION will be used to	1) Administrators will conduct

development to teachers on the effective use of ISTATION as a tool for the provision of web-based instruction, practice, assessment and reporting of content subject matter.	provide remedial and supplemental services to students in core areas during the Core Extension period, as in class remediation, afterschool and during the summer extension program.	<p>weekly walkthrough assessments to judge the degree to which teachers are using ISTATION to improve learning opportunities for children.</p> <p>Administrators and teachers will review and analyze student work samples, teacher made assessments, and benchmark results to determine which students are in need of additional support through ISTATION. Based on the data, administrators, data coach or teacher mentor will provide additional support such as mentoring, modeling, and coaching during the team's common planning period.</p>
13) Continued implementation of the Editure/Teach First Formative Assessment platform. Skills learned align with the Formative Assessment support provided through EdisonLearning.	1) The principal, data coach and reading specialist will continue to implement strategies gleaned from the summer 2010 Formative Assessment Institute.	<p>1) The administrative staff will use the TeachFirst Formative Assessment Platform to improve instruction for students.</p> <p>2) During walk through observations administration will look for formative assessment strategies.</p>
14) Teachers will collaboratively incorporate rigor and relevance into their daily lessons using the necessary curriculum tools.	<p>2) Coaches and mentor teachers will review lesson plans with classroom teachers to ensure that lessons and activities provide a variety of instructional strategies and grouping practices that engage students and allow multiple pathways for students to master the curriculum.</p> <p>3) Model and demonstrate effective lessons for</p>	<p>4) The principal and assistant will conduct and analyze walkthrough data to judge the degree in which rigor and relevance have been incorporated into their lessons.</p> <p>5) Administrators and teachers will</p>

	teachers to improve teaching practices.	review and analyze student work samples, class assessments, and benchmark assessment results to assess the impact on achievement. Based on the data, administrator, data coach and teacher mentor will provide additional support such as mentoring, modeling, and coaching during the teacher's common planning period.
15) Corrective "Word Study" professional development. Results from a recent literacy audit indicate that few teachers throughout the division are implementing Word Study appropriately. Word Study is a component of our reading block instruction.	6) Classroom activities for Word Study will be engaging, varied and time specific as documented through walk through evaluations and formal classroom observations. 7) The effectiveness of the Word Study professional development will be assessed through student writing samples.	8) Walk through observations and formal observation during Word Study instruction will document implementation effectiveness.

Section B: Required Elements (NORTHAMPTON HIGH SCHOOL)

Part 1. Student Achievement and Demographic Data - Applicable to Tier I, II, and III Schools

The LEA must provide the following information for each of the Tier I, Tier II, and Tier III schools that will be served.

Note: An LEA with Tier I schools must serve all of its Tier I schools before serving any eligible Tier III school.

- a. Student achievement data for the past two years (2008-2009 and 2009-2010) in reading/language arts and mathematics: by school for the “all students” category and for each Adequate Yearly Progress (AYP) subgroup; and by grade level in the “all students” category and for each AYP subgroup;

A. STUDENT ACHIEVEMENT DATA - (Northampton High School)

	2008-2009	2009-2010
Northampton High	Passed	Passed
English Performance		
All Students	83	86
Black	77	79
Hispanic	86	91
White	90	94
Students with Disabilities	31	56
Economically Disadvantaged	79	82
Limited English Proficient	86	91

	2008-2009	2009-2010
Northampton High	Passed	Passed
Mathematics Performance		
All Students	80	82
Black	75	78
Hispanic	89	86
White	85	85
Students with Disabilities	38	32
Economically Disadvantaged	76	77
Limited English Proficient	90	83

English: Reading	2008-2009		2009-2010	
Grade 8	Pass	Fail	Pass	Fail
All Students	77%	23%	84%	16%
Female	77%	23%	88%	12%

	2008-2009	2009-2010
Northampton High	Passed	Passed
Writing Performance		
All Students	84	83
Black	80	79
Hispanic	85	83
White	89	88
Students with Disabilities	19	33
Economically Disadvantaged	79	77
Limited English Proficient	81	87

Male	77%	23%	78%	22%
Black	68%	32%	73%	27%
Hispanic	88%	13%	88%	13%
White	88%	12%	98%	2%
Asian	<	<	<	<
Students with Disabilities	28%	72%	36%	64%
Economically Disadvantaged	74%	26%	78%	22%
Limited English Proficient	87%	13%	88%	12%
Migrant	83%	17%	<	<

Mathematics Grade 8	2008-2009		2009-2010	
	Pass	Fail	Pass	Fail
All Students	57%	43%	66%	34%
Female	66%	34%	68%	32%
Male	52%	48%	64%	36%
Black	53%	47%	58%	42%
Hispanic	<	<	77%	23%
White	56%	44%	74%	26%
Asian	-	-	<	<
Students with Disabilities	19%	81%	20%	80%
Economically Disadvantaged	57%	43%	63%	37%
Limited English Proficient	<	<	85%	15%
Migrant	<	<	<	<

Writing Grade 8	2008-2009		2009-2010	
	Pass	Fail	Pass	Fail
All Students	79%	21%	81%	19%
Female	85%	15%	81%	19%
Male	74%	26%	82%	18%
Black	72%	28%	76%	24%
Hispanic	88%	13%	81%	19%
White	88%	13%	89%	11%
Asian	<	<	<	<
Students with Disabilities	20%	80%	18%	82%
Economically Disadvantaged	75%	25%	77%	23%
Limited English Proficient	86%	14%	88%	12%
Migrant	83%	17%	<	<

EOC – High School	2008-2009		2009-2010	
English: Reading	Pass	Fail	Pass	Fail
All Students	89%	11%	88%	12%
Female	91%	9%	91%	9%
Male	87%	13%	85%	15%
Black	87%	13%	85%	15%
Hispanic	<	<	<	<
White	92%	8%	90%	10%
Students with Disabilities	36%	64%	70%	30%
Economically Disadvantaged	85%	15%	86%	14%
Limited English Proficient	<	<	<	<
Migrant	<	<	<	<

EOC – High School	2008-2009		2009-2010	
English: Writing	Pass	Fail	Pass	Fail
All Students	90%	10%	84%	16%
Female	90%	10%	95%	5%
Male	89%	11%	72%	28%
Black	90%	10%	81%	19%
Hispanic	<	<	<	<
White	90%	10%	88%	12%
Students with Disabilities	<	<	41%	59%
Economically Disadvantaged	84%	16%	78%	22%
Limited English Proficient	<	<	<	<
Migrant	<	<	<	<

EOC – High School	2008-2009		2009-2010	
Algebra 1	Pass	Fail	Pass	Fail
All Students	85%	15%	78%	22%
Female	88%	12%	78%	22%
Male	82%	118%	78%	22%
Black	83%	17%	81%	19%
Hispanic	93%	7%	<	<
White	86%	14%	73%	27%
Asian	<	<	<	<
Students with Disabilities	58%	42%	27%	73%
Economically Disadvantaged	83%	17%	74%	26%
Limited English Proficient	93%	7%	<	<
Migrant	<	<	<	<

EOC – High School	2008-2009		2009-2010	
Geometry	Pass	Fail	Pass	Fail
All Students	86%	14%	86%	14%
Female	88%	12%	86%	14%
Male	82%	18%	87%	13%
Black	75%	25%	84%	16%
Hispanic	91%	9%	92%	8%
White	93%	7%	88%	12%
Asian	<	<	<	<
Students with Disabilities	<	<	<	<
Economically Disadvantaged	83%	17%	82%	18%
Limited English Proficient	92%	8%	<	<
Migrant	<	<	<	<

EOC – High School	2008-2009		2009-2010	
Algebra II	Pass	Fail	Pass	Fail
All Students	90%	10%	95%	5%
Female	96%	4%	98%	2%
Male	80%	20%	92%	8%
Black	100%	0%	96%	4%
Hispanic	<	<	<	<
White	82%	18%	96%	4%
Asian	<	<	<	<
Students with Disabilities	-	-	-	-
Economically Disadvantaged	89%	11%	95%	5%
Limited English Proficient	<	<	<	<
Migrant	<	<	<	<

B. Data Analysis Narrative

Northampton High School is entering its first year in Tier II school improvement. We failed to make AYP in English: Reading and Mathematics. These failures are attributed to the performance of certain subgroups who failed to make the benchmarks. A comparative analysis of our students' performance between school year 2009 and school year 2010 shows that the subgroup comprising all students' demonstrated a minimal increase of three percent (3%) on the Reading: English SOL and two percent (2%) on the Mathematics SOL. Our students' performance on the Writing SOL showed a decline of 1%.

The cumulative performance of all but one subgroup recorded percentile increases that were five percent (5%) or less in the area of English: Reading. Students with disabilities recorded the greatest performance increase of twenty-five percent (25%).

In the area of Mathematics, four subgroups registered percentile increases that were less than five percent (5%). The performance of our students with disabilities showed a decline of six percent (6%), while the performance of our students making up the limited English proficient subgroup showed a decline of seven percent (7%). The math performance of our students making up the white subgroup was unchanged.

In the area of Writing, four subgroups registered percentile decreases (all students/ black students/ white students declined by one percent (1%), Hispanics decline by two percent (2%)). All other subgroups recorded increases in their overall writing performance (SWD - +14%; economically disadvantaged students - +2%; Limited English Proficient students - +6%).

An analysis of the grade **8 English: Reading** results show that the performance of all AYP subgroups increased. Students with disabilities recorded an eight percent increase (+8%), female students recorded an eleven percent (+11%) increase and white students showed a ten percent (+10%) increase in their overall performance on the English: Reading SOL. The performance of the Hispanic subgroup of students was unchanged.

The performance of all students in the area of **Math** showed a slight improvement of nine percentage points (+9%). An analysis of the subgroups performance show percentile increases ranging from 1 to 18 percent. The greatest performance increase was recorded by our students making up the white subgroup who recorded an eighteen point increase (+18%). The smallest performance increase was recorded by the students with disabilities (+1%).

The overall performance of our students in **Writing** was improved by two percentage points (+2%). The performance of three of the eight subgroups recorded declines. Students making up the following subgroups recorded declines in their performance: female students (-4%), Hispanic students (-7%) and students with disabilities (-2%). All other subgroups recorded increases in their performance (male students (+8), black students (+4%), white students (+1%), economically disadvantage and Limited English Proficient students (+2%).

An analysis of the **EOC English: Reading** SOL results show a slight decline among all students (-1%). A two-percent (-2%) decline was recorded in the performance of the following subgroups: male students, black students, and white students. The two subgroups of students showing improved SOL performance were students with disabilities (+34%) and economically disadvantaged students (=1%). The performance of the female subgroup was unchanged (91%).

An analysis of the **EOC Writing** results shows an overall decline in the performance of all students by six percent (-6%). The individual performance of all but one subgroup also recorded declines in their performance: male students (-17%), black students (-9%), white students (-2%), economically disadvantaged (-6%). The only subgroup recording increased performance is the female students whose pass rate performance increased by five percent (+5%).

The performance of all students enrolled in **Algebra 1** declined by seven percent (-7%). Students with disabilities recorded the most significant declines of thirty-one percent (-31%). All other subgroups recorded the following declines in performance:

female students (-10%), male students (-4%), black students (-2), white students (-13%) and economically disadvantaged students (-9%).

A comparative analysis of the performance of all students enrolled in **Geometry** from 2009 to 2010, show the pass rate was unchanged (86%). An analysis of the individual performance of each subgroup shows the performance of four subgroups recorded declines: female students (-2%), male students (-5%), white students (-5%) and economically disadvantaged students (-1%). The two subgroups showing improved pass rates were black students (+9%) and Hispanic students (+1%).

Finally, an analysis of the students' performance on the Algebra II SOL recorded overall pass rate increases of five percent (+5%). All but three subgroups recorded double digit pass rate gains: female students +2%, black students +4% and economically disadvantaged students +6%. The following subgroups recorded double digit pass rate gains: male students +12%, and white students +14%.

C. Highly Qualified Teachers and Teachers W/Less Than Three Years-Experience

Subject	Total Teachers at each Grade	# of Teachers < 3 yrs	# Teachers Highly Qualified	
English	7	3	7	
Mathematics	6	3	4	
Science	6	0	5	
Social Studies	6	2	5	
Special Ed	7	2	4	
Fine Arts	3	0	2	
Foreign Lang	2	2	2	
ESL	1	1	0	
CTE	10	0	8	
Nondisciplinary	1	0	1	% Considered Highly Qualified
Health & PE	3	0	3	
Total	52	13	41	78.8%

D. Years of Employment

Instructional Staff	Area	Years Employed	Highly Qualified	% of Time Worked
SpEd Teacher Gr8	Special Education	2	Y	89%
English 9	English	1	Y	95%
SpEd Teacher Science	Special Education	11	Y	93%
Agr Mech Teacher	CTE (Hrly Employees)	37	Y	-
Science Biology	Science	20	Y	95%
English 12	English	23	Y	89%
SpEd Resource	Special Education	1	N	94%
JVG/GED/Remed	Nondisciplinary	24	Y	89%
Spanish Teacher 1	Spanish Teacher	2	Y	94%
ESL Teacher	ESL Teacher	2	N	93%
Building Trades	CTE Building Trades	6	Y	96%
Civics Teacher	Middle School History	2	N	96%
PE Teacher 9	Physical Education	11	Y	95%
Reading Intervention	Reading Specialist	26	Y	94%
World Studies 1 Tchr	High School History	2	Y	95%
US History Teacher	High School History	8	Y	97%
Art Teacher	Art	31	Y	94%
English 10	English	5	Y	94%
PE 10/DE	Physical Education	27	Y	93%
Algebra 1	Math (Long term sub)	0	N	-
Band Teacher	Band/Fine Arts	4	N	93%
SpEd Math	Special Education	4	N	95%
SpEd English	Special Education	3	N	95%
EFE Teacher	CTE	12	Y	99%
Culinary Arts	CTE	7	Y	84%
Math 8	Math 8	1	Y	98%
Government Teacher	High School History	3	Y	98%
PE 8	Physical Education	13	Y	91%
French	French (Hrly Emp)	2	-	-
Math Analysis	Math	27	Y	97%
Earth Science	Science	25	Y	95%
Algebra II	Math	1	Y	98%

Instructional Staff	Area	Years Employed	Highly Qualified	% of Time Worked
SpEd History	Special Education	11	Y	94%
Chemistry	Science	44	Y	95%
English 8	English 8	2	Y	91%
Spanish Teacher 2	Spanish	2	Y	96%
Science	Science	5	N	92%
Physical Science	Middle School Science	4	N	95%
Business	CTE	10	Y	97%
English 11	English	10	Y	97%
Honor Histories	History	7	Y	95%
Advance Science Tchr	Science	27	Y	90%
Auto Mechanics	CTE Auto Mechanics	4	Y	99%
Home Economics	CTE	13	Y	99%
English College/9	English	1	Y	97%
Keyboarding	CTE	24	Y	96%
Marketing	CTE	6	N	94%
Algebra 1	Math	2	N	93%
Geometry	Math	14	Y	95%
SpEd Self Contained	Special Education	19	Y	91%
Art Teacher 2	Art	12	Y	96%
Horticulture Teacher	CTE (Hrly Emp)	22	N	-

E. Graduation Rate

Federal Graduation Indicator		
Standard and Advanced Diplomas Earned:		
Student Subgroup	Four Years	Five Years
All Students	71%	62%
Black	67%	59%
Hispanic	89%	46%
White	73%	72%
Students with Disabilities	30%	16%
Economically Disadvantaged	66%	55%
Limited English Proficient	100%	55%

F. Student Demographic Information

Category	Male	Female	Total Students	Attendance Rate
American Indian	0	0	0	
Asian	5	2	7	
Black	150	156	306	
Hispanic	37	23	60	
White	93	117	210	
Disability Status	62	23	85	
LEP Status	31	23	54	
Migrant Status	17	15	32	
Homeless Status	30	26	56	
Economically Disadvantaged	191	194	385	
Total Enrolled Students			583	
School's Overall Attendance Average				92.33%

G. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess;

Northampton High School has two buildings. The main building is 110, 432 square feet. The original building was built in 1955 and was remodeled in 1977 when an additional section was added. The additional section houses the main office, the gym with seating capacity of approximately 1,500, a mini gym, 10 classrooms, a weight-room, an athletic storage area, and a media center. Also in the main building are four restrooms (two male and two female), two locker rooms: a male and female locker room with offices for the coaches.

In 2008, structural renovations were made to stabilize the walls in the original part of the building. There are 24 classrooms that were originally remodeled in 1977 and again in 2008. The original auditorium still exists and seats approximately 500 people. The old cafeteria was split and converted to a band room with several practice rooms and a chorus room. The chorus room was later converted to a satellite YMCA fitness center.

The original gym was converted to a cafeteria in 1977. It seats approximately 300 people. The cafeteria also includes the kitchen and storage area. The original part of the building also houses an agriculture shop and mechanical room. There is a teacher's work room

and a clinic. There are two remodeled restrooms in the older section of the building. Three classroom and the clinic have their own private restrooms.

The second building located on the high school campus is the Career and Technical building. It was built in 1973 and is approximately 40,000 square feet. The Career and Technical has nine classrooms including a fully functional ASE certified Auto Mechanics workshop, Building Trades workshop, and Culinary Arts lab which has a full-service kitchen. This building also has two restrooms, a male locker room, two offices for administrators or lead teachers and a teacher workroom.

The outside of the building includes parking for over 200 vehicles, handicapped parking and parking for administration and guests. The facility includes four athletic fields, a new track (2005), tennis courts (4), outside greenhouse, dental trailer, a driving simulator, concessions stands, and storage buildings. There are two field houses located under the bleachers with adjacent restroom facilities.

H. Total number of minutes in the school year that all students were required to attend school and any increased learning time (e.g., before- or after-school, Saturday school, summer school);

Students attend school from 8:00 a.m. until 3:25 p.m. daily. The school year is 175 days. In addition, after school tutoring is provided with most teachers volunteering personal time to help remediate students. Afterschool tutoring is open to all students. Project Graduation is used after school for students failing benchmark tests. The total number of instructional hours including afterschool time is 1,436.25 hours. The average class period is 54 minutes per class. Students spend approximately 162 hours per class. Summer school is offered in the areas of English, Math, and on-line courses for failures only.

I. Total number of days teachers worked divided by the maximum number of teacher working days;

(See Table in “D” for this information)

J. Information about the types of technology that are available to students and instructional staff;

Northampton High School has wireless internet capability in all parts of the building. There are over 150 desktop computers in the building and seven laptop carts to be used by departments. Each cart has 30 computers for an additional 210 computers. Each teacher was issued a laptop. Each has a LCD projector for use in their room. Elmo’s and overhead projectors are issued to all teachers. Fourteen classrooms have Promethean boards. There are three portable smart-boards for checkout from the library. There are clickers available for use and a host of digital recorders and cameras.

K. Annual goals for student achievement on the state’s assessment in both reading/language arts/English and mathematics.

Reading/Language Arts

1. To increase Grade 8 reading SOL scores from 84% to 90%,
2. To increase Grade 8 writing SOL scores from 81% to 91%.
3. To increase English: Reading EOC SOL scores from 88% to 94%.
4. To increase English: Writing SOL scores from 84% to 92% to comply with state AYP benchmarks.

Math

1. To increase Algebra I SOL scores from 78% to 91%.
2. To increase Geometry SOL scores from 86% to 88%.
3. To increase Math 8 SOL scores from 66% to 87%.
4. To increase Algebra II SOL pass rate of 95%.

Part 2. Design and Implement an Intervention for Each School – Tier I and Tier II schools must implement one of the intervention models. Tier III schools may implement one of the intervention models or other school improvement strategies.

The LEA will need to have detailed plans in place to demonstrate how the interventions will be designed as well as the plan for implementation. Listed below are the factors that will be considered to assess an LEA’s commitment to designing interventions consistent with the factors below from the U.S. Department of Education (USED) Final Requirements for School Improvement Grants as amended November 1, 2010.

For each school listed in Section A that is implementing one of the intervention models, describe the following:

- g. The plan to implement the interventions by the beginning of the 2011-2012 school year.
- h. The plan to regularly engage the school community, with substantial emphasis on parental engagement, to inform members of progress toward the design and implementation of the interventions and to give them opportunity to provide input.
- i. The LEA resources to research and design the selected interventions as intended.
- j. The plan to set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- k. or to be attended by the LEA.
- l. The LEA’s capacity to implement the selected intervention models.

Response:

Northampton will implement the Transformation Model for school improvement in the high school. This plan will begin at the beginning of the school year in September 2011. Other support models were considered, but determined not to be appropriate. As with Kiptopeke, the isolation and geographic rural-ness of our schools hinder us from removing 50% of our staff in hopes of replacing them with new arrivals to the area. As well, the required notification date for non-employment had passed.

The Restart as a charter school and closure option is not an option for our high school because we only have one high school in the division.

As a result, Northampton County Schools has agreed to enter into a partnership with EdisonLearning, a lead turnaround partner, who will provide support focused on improving the academic performance of our students. The level of support provided will be focused at the school/district level to target sustainable improvements by building local capacity and establishing structures that will help ensure high performance on an ongoing basis.

EdisonLearning will provide support to Northampton High utilizing an onsite achievement team, with a successful history of transforming schools. This support team will be led by the Vice President of Educational Services (VPES). The VPES will oversee all operational issues at the site, as well as liaise with District personnel on any issue or program outside of the instructional domain.

The partnership will begin with a comprehensive diagnostic assessment conducted by a team directed by a Lead Diagnostician. This diagnostic assessment will identify Northampton High's strengths, weaknesses, resources, issues, opportunities and organizational needs. The Diagnostic team will assess, among other things, site-based instructional leadership, the rigor of classroom instruction, alignment of curriculum and instruction to state standards, curriculum coherence and vertical alignment, and the research basis for curriculum choices. As well, EdisonLearning will analyze Northampton High's existing data (to include SOL data, ARDT results, SAT results, PSAT results, AP test scores, etc.) along with the Diagnostic report to produce a comprehensive plan of intervention.

The Diagnostic Report will identify gaps in district and/or school curriculum, and will also include suggestions for new curriculum if existing materials are found to be lacking. Edison will help NHS determine the quality and rigor of its academic program as well as in obtaining information on the implementation of the curriculum.

The schedule to begin this process will kick-off during the month of July. The lead diagnostician will meet with the principal and a district rep to provide an overview of the process. A return date early in September 2011 to conduct the actual assessment will be set.

The diagnostic process will be conducted utilizing the following processes and timelines:

6. Information Gathering and Processing: During this initial phase, the team collects all available quantitative data on the school and forms initial hypotheses, a process that takes about two weeks from the time the school makes the data available. In most cases, the work in this stage is performed by the team leader and distributed to the visiting team several days prior to their arrival at the site.
7. Diagnostic Visit: The team makes an intensive three-day qualitative study of the school, spending at least 50% of its time in direct classroom observations and ensuring that the majority of faculty members are seen teaching. The school will be involved throughout the process; the team works with the school rather than working in isolation from them. Diagnostic teams build effective working relationships with schools based on professionalism and sensitivity. Issues are explored together. High standards and expectations are the hallmark by which schools are evaluated. The clearly articulated criteria in the EdisonLearning

Diagnostic Rubrics form the basis for this process.

8. Diagnosis and Recommendations: Step 3 requires the team to make judgments based on valid and reliable evidence. Preliminary judgments regarding the educational standards achieved at the school, as well as the strengths and weaknesses in teaching and other aspects of education that contribute to student achievement, are shared with the school's leadership on the last day of the Diagnostic. A final written report is prepared by the team leader during the week following the visit. The team receives drafts and provides input to insure that the school's written feedback is clear, easily understood and constructive. This feedback will then inform the school improvement planning that follows. The report includes the following components and is usually 35 to 40 pages long:
 - School details
 - Team mini bios
 - A summary of the evidence base
 - An achievement summary
 - Summary rubrics with numeric values for each of the 10 domains
 - Commendations for each of the 10 domains
 - A narrative summary of the team's evidence for each of the 10 domains
 - Recommendations and associated strategies for each of the 10 domains
9. Action Planning: This step is a process during which the regional support team creates a plan for addressing the recommendations made in the Diagnostic Report. If the school has recently developed a school improvement plan, then the team will work with the school to align recommendations with this and integrate additional necessary actions into the existing plan. The next steps that the school needs to take in order to improve must be clearly identified with supporting strategies to help the school achieve them. The plan identifies:
 - Goals
 - Strategies to accomplish the goals
 - Success criteria to measure the extent to which the goal has been accomplished
 - The timeline for goal accomplishment
 - Persons responsible for achieving the goal
 - Resource requirements for goal achievement
10. Plan Execution: During this step, the recommendations of the diagnostic are addressed and implemented. The EdisonLearning Turnaround Achievement Team and the school work collaboratively to make the changes and to provide the resources necessary to drive school improvement.

Once the diagnostic assessment is completed, EdisonLearning in partnership with the staff at NHS will craft a customized implementation plan aligned, as appropriate, with the district and school improvement plans. This plan will outline clear action steps and specific

implementation strategies. A shared vision and mission will be created. This shared mission and vision will guide the planning, goal setting and decision making process.

Utilizing school resources, and as needed resources from EdisonLearning, high academic and behavioral objectives will be set and supported with specific strategies and actions. These objectives will be monitored to ensure adequate progress is made. Progress milestones will be celebrated.

As well, work on the district's curriculum will begin with the Diagnostic process. EdisonLearning will customize its model of support and interventions to align with Virginia Standards. A key tool used to promote, monitor and evaluate standards based curriculum is the Companion Guides. These Companion Guides will be used to evaluate how effectively and efficiently the district's curriculum aligns with the English and math Virginia standards and skills.

The Companion Guides provide opportunity for embedding, curriculum resources and assessment evidence to assist the staff at NHS in analyzing the essential knowledge and skills of their students by grade and content area. Teachers will receive an easy-to-use format outlining the grade level skills and knowledge that are required to be taught in English and Math. As a result, teachers will have more opportunity to focus on classroom instruction, planning and other instructional preparation tasks.

In addition, the Companion Guides will produce teaching strategies for teaching the Virginia standards and grade level skills, as well as, strategies for differentiating the instruction to meet the various skill levels of students. Because these guides are so clearly written and designed, teachers will use them as an instrument for the active discussion, promotion, and articulation of curriculum across schools and grade levels at instructional faculty meetings, grade level team meetings and data meetings.

Building on instructional content and strategies developed through school improvement training received from the state, EdisonLearning will provide staff development that will reinforce the fluid utilization of formative assessment strategies. Teachers at NHS will receive support as they seamlessly embed into their classroom instruction a system of formative assessment that allows for ongoing monitoring of the attainment of the instructional curriculum. Teachers will as they internalize these formative assessment strategies automatically adjust instruction as needed.

In an effort to maximize instructional time, increase student achievement, and increase student time on task, EdisonLearning will develop and implement an evidence-based discipline program that minimizes student time out of school and/or class. To accomplish this, the on-site Turnaround Achievement Team will collaborate with the school to provide all staff members extensive training in leadership techniques that will establish an orderly environment conducive to learning.

For our most challenging students, NHS will follow the recommendation of EdisonLearning to use the SARA model for addressing chronic and repeat problems arising inside the school or in the community. This is a four step process that includes the following steps:

- Scanning—identifying and selecting a problem (e.g., bullying)

- Analysis—examining what is causing or permitting the problem (e.g., the bullies' insecurity, lack of reporting by victims, parental tolerance or helplessness)—and identifying resources for help with solving the problem
- Response—designing and implementing a solution to the problem based on analysis (e.g., providing school-wide education regarding bullying, counseling students who bully, working with the parents of bullies)
- Assessment—evaluating whether the response reduced the severity of the problem

The on-site Turnaround Achievement Team will work closely with school leaders and staff members to develop a plan for the collection, maintenance, and analysis of relevant data to facilitate the planning and tracking process. Using these data, the Turnaround Achievement Team will work with school administrators in their weekly and/or monthly meetings to monitor progress against the improvement plan.

Another major support component of this partnership with Edison is the focus on and use of benchmark assessing. NHS has always participated in the benchmarking of our students, but EdisonLearning will through its renowned Benchmark Assessment System, guide NHS to a more effective use of data to drive instruction and to make decisions with their grade levels.

Benchmark assessments will be administered electronically. Monthly assessments will be given to students in reading and mathematics. These assessments will be administered during a single class period. The results will be returned instantly and made accessible to teachers immediately. A host of reports will be generated and will enable teachers to identify student weaknesses, strengths and patterns, quickly. Once benchmark assessment results are received, the results will be instantly analyzed to determine appropriate interventions.

As EdisonLearning works along-side NHS to build the instructional delivery capacity of its teachers, they will work to develop and engage teachers and the building leaders in professional development opportunities aligned to our overall programmatic goals. Professional development will be offered to all NHS staff members. Building administration will work in collaboration with district administration, and the school's staff to align county and state goals when appropriate. Staff will participate in professional development that coincides with the requirements of the turnaround model, which—depending on the diagnostic--could include leadership, instruction, and program and curriculum elements.

Using EdisonLearning's instructional framework, their Center for Teaching and Learning will coordinate all programmatic professional development through an ongoing program that will include face-to-face conferences, webinars and online professional development opportunities. The Center for Teaching and Learning will also maintain and document staff attendance at professional development offerings and be prepared to provide documentation as required. Opportunities for collaboration will also be offered through online professional development.

EdisonLearning will offer teachers a personalized training and support program that meets their individual needs. The on-site Turnaround Achievement Team consisting of general achievement and curriculum and instruction specialists will work with school leaders to develop personal growth plans for teachers based on EdisonLearning's research-based frameworks for highly effective teaching. The Turnaround Achievement Team then provides focused coaching and mentoring for teachers that targets their identified growth areas.

As well, in an effort to build strong leaders that promote accountability, teamwork and academic excellence, EdisonLearning will provide professional staff development to the NHS' building administrators. The Turnaround Partnership School Leadership Development Program will provide NHS school leaders with the resources and customized support needed to grow professionally and develop the skills to become strong instructional leaders of a high-achieving school.

These resources will include access to: Proven Leadership Models, National Leadership Team Training, National Principal Conferences, and Continuing Local/On-Site Support. The goal is to build strong building leaders who have strong impact on their teachers and students. The Turnaround Achievement Team will provide targeted support to principals, individually and in groups, based on their current performance levels and goals in each leadership role. The principal leadership development tools help EdisonLearning determine the type and nature of support that needs to be provided to a particular principal.

The principal at NHS and his Turnaround Achievement Team will work together at the beginning of the first year of the partnership to review the EdisonLearning Leadership Rubric, to outline baseline performance ratings and goals using the Self-Appraisal and Personal Leadership Development Plan for Turnaround Partnership School Principals. Together they will determine related strategies and support. Reflective progress reviews, including a reflection on current performance ratings and goals, will be held at mid-year and at the end of the year. Goals can be added, deleted, or modified as the principal's needs change. At the review at the end of the first year, goals will be established for the first half of the following year. The principal may update the goals as needed based on any student achievement data that is received during the summer.

EdisonLearning incorporates a teacher and principal evaluation system within their network of supports. The teacher evaluation process is completed annually for all instructional staff within the school building. The process begins in the fall, with the teachers completing the EdisonLearning Goal Setting and Evaluation form. This form asks each teacher to work with their team members as well as the principal to identify specific goals in each of five critical areas:

6. Curriculum, Instruction and Assessment
7. Learning Environment
8. Family Partnership
9. Technology
10. Student Achievement

Teachers then set goals. These goals are set by the end of the first month of school (but no later than October). Teachers track their progress against goals. They create a portfolio of evidence of their success in working toward their goal achievement. The principal will conduct several classroom observations as outlined in the principal observation guidelines for Northampton. The principal will complete the Teacher Performance Appraisal Classroom Observation form, and will have a meeting with the teacher after the observation to discuss what was observed, provide feedback and revise the teachers goals and professional development plan if necessary.

In April, the teacher will complete the self-evaluation section of the Goal Setting & Evaluation Form, submitting the completed document along with evidence of successful completion of the goals. The principal will use the data from the observations, the Teacher's Goal

Setting and Self-Assessment portfolio, as well as data related to the teacher's academic success, attitude and teamwork, to make a final evaluation for that teacher. Based on the evaluation results, the teacher may be asked to return for another school year, or identified as a non-renewing teacher.

In the same manner, EdisonLearning will implement a principal evaluation system using EdisonLearning's Performance Management System for principals. The Performance Management System is designed to support principals as they execute the five leadership roles of Instructional Leader, Organizational Leader, Culture Builder, Site Manager and Edison Executive, and measures their progress and success in achieving their annual achievement and professional growth goals.

The process begins before the start of each school year with a review of the previous year's performance results, including the extent to which achievement and professional goals were reached, self-reflection, the results from the VPES and Principal performance assessment using the EdisonLearning Leadership Rubric, and the results from a research-based 360-degree tool that measures the effectiveness of observed principal behaviors. From these findings, performance and professional growth goals for the coming year are set, and strategies to achieve these are identified and captured.

Throughout the year the principal is actively involved in ongoing professional development, peer group activities and action research activities that are aligned with his/her performance and professional growth goals. This may include attending conferences such as the EdisonLearning Leadership Development Academy, participating in webinars, or receiving on-site training from the VPES or curriculum specialist.

As a result of this strong principal and teacher evaluation component built into this partnership, it is possible, that there may be recommendations for the non-renew of some individuals. As a result, a review of our current policies to ensure that they support such actions was conducted. Currently, Northampton's policy GCPD – Professional Staff Members: Contract Status and Discipline provides guidance for the non-renewal of teachers and administrators based on their professional performance. In our opinion, this policy is sufficient to support any action recommended by the principal or by Edison, deemed the necessary supports and guidance have been provided to improve said teachers deficiencies.

EdisonLearning employs rigorous processes for collecting, managing, analyzing and reporting data from various sources including student assessments, student attendance, classroom observations, parent involvement, walkthroughs, student discipline and satisfaction surveys. The on-site Turnaround Achievement Team will work closely with school leaders and staff members to develop a plan for the collection, maintenance, and analysis of relevant data to facilitate the planning and tracking process. Using these data, the Turnaround Achievement Team will work with school administrators in their weekly and/or monthly meetings to monitor progress against the improvement plan. EdisonLearning will work closely with school leaders and staff to develop a plan that will address the needs identified for each school in the diagnostic process and final diagnostic report.

The data also feed **Dashboard Reports** that will be used to guide improvement planning and provide reports to appropriate authorities. The EdisonLearning Dashboard process is an adaptation of the Six Sigma business model focused on reaching improvement goals and

relentless monitoring of continuous progress through the use of data and observation. The “critical to quality” metrics identified are divided into three categories: Instructional Quality, Student/School Culture, and Customer Satisfaction. The Dashboard also includes monthly grade-level performance on the Mathematics and Reading Benchmarks Assessment System as compared to performance thresholds. This continuous focus on “critical to quality” metrics enables schools to effectively and efficiently monitor progress.

Every other month, the principal meets with the VPES to review progress being made towards goal achievement. Both the principal and VPES complete the Bi-monthly Leadership Review form and discuss their results. Discussion also focuses on what the principal has done since the last meeting to move forward in meeting goals, what challenges s/he has faced in achieving goals, and what alternate or additional plans can be made to support the principal in achieving those goals. Ongoing monitoring and feedback is critical to supporting the principal’s success. If necessary the goals are adjusted at the time of the January bi-monthly review.

Towards the end of the academic year, the summative review between the VPES and principal will take place. This formal review will assess how effectively the principal has accomplished the goals that were outlined. Assuming that the principal will be returning, goal will be set for the upcoming year.

Finally, EdisonLearning will support NHS as they continue to create a culture in which parents are expected to be physically present in the school for more than just conferences. Because NHS has a long standing history of engaging parents in a host of parental involvement activities, they will sit with their turnaround partner to design ways to entice more families to participate. Working with the partnership school and existing strategies, EdisonLearning will guide coordination of current parent and community resources with potential new strategies that will positively impact achievement and school culture.

Efforts to engage parents and the community in the school improvement process will be ongoing. NHS will use their quarterly newsletter to communicate progress being made with school improvement. In addition, parent-teacher conferences, PTA meetings, open house, and the school’s webpage will be utilized to share information regarding the curriculum, information regarding school improvement and other general school topics.

NHS will continue to solicit parent participation on the school improvement and other school related committees. NHS will establish and maintain ongoing partnerships with community and faith-based organizations to engage families who often do not feel comfortable in school. The principal will solicit the support of community and faith-based organizations to support the school and students by hosting curriculum nights, tutoring sessions and other family wellness activities. NHS will report monthly to the school board their progress with school improvement.

NHS will ensure that parents are provided their password to the parental portal in PowerSchool to ensure they are able to monitor their student’s progress. Teachers are required to update grades in their grade book to ensure that parents have the most up to date information on his or her student. Lastly, NHS will utilize parent surveys to gauge their success with school improvement and their efforts in informing parents as they move through the process of school improvement.

In addition to the supports outlined by EdisonLearning the following additional resources are needed:

Interventions	Indicator of Implementation	Procedures for Evaluating Indicators of Implementation
<p>16) Employment of the Data Coach to assist with the understanding and analyzing of student achievement data.</p> <p>The Data Coach will work collaboratively with instructional staff to facilitate data discussions and to assist in creating meaningful plans for intervention.</p>	<p>20) Data coaches will spend the month of August reviewing and organizing the 2011 Spring data for sharing with teacher teams in September 2011.</p> <p>21) They will organize and provide to EdisonLearning data needed to begin the initial assessment.</p> <p>22) Share with EdisonLearning the Data Teams process utilized within the building during school improvement last year; reorganize as requested by EdisonLearning.</p> <p style="padding-left: 40px;">a. Analyze and discuss grade level data trends and instructional practices (Data Based Decision Making)</p> <p>23) Weekly data discussion at grade level meetings.</p>	<p>3. Participation in staff development activities with Staff Development for Educators on data analysis.</p> <p>4. The principal will ensure that data teams are formed and meeting regularly as indicated. Meetings will be documented.</p>
<p>9) Reading Tutors (4) will provide supplemental instructional services to the students who struggle significantly with reading tasks.</p> <p><i>Candidates for the four part-time Reading tutors must hold a teaching certificate, a Bachelor's Degree, or an Associate's Degree.</i></p> <p><i>These individuals must demonstrate the ability to work independently and as part of a team. They must be a self starter and must demonstrate the ability to supervise and instruct students</i></p>	<p>24) These tutors will be used to help struggling students master difficult concepts. Using the ISTATON and Study Island pre and post assessments will identify weaknesses and gaps, the tutor will structure interventions to remediate these gaps.</p> <p>The use of tutors will minimize distractions and help the student to focus on the work at hand. The tutor will monitor the student and make sure that they stay on the track that they need to be following. In addition, tutors know the latest teaching techniques so that the help that they are giving will maximize the small group time.</p>	<p>25) Log of students receiving additional support. Analyze student performance on multiple achievement sources to include SAT, PSAT, SOL assessments and others.</p>

<p>26) The Math Tutor (4) along with the building administrators will analyze test data to plan appropriate math interventions for designated students.</p> <p><i>Candidates for the four part-time Math tutors must hold a teaching certificate, a Bachelor's Degree, or an Associate's Degree.</i></p> <p><i>These individuals must demonstrate the ability to work independently and as part of a team. They must be a self starter and must demonstrate the ability to supervise and instruct students</i></p> <p>27) Once a week during the team planning period throughout the school year, the data coach will collaborate with teachers to develop lesson plans that contain effective strategies for teaching math skills.</p>	<p>28) These tutors will be used to help struggling students master difficult concepts. Using the IStation and Study Island pre and post assessments will identify weaknesses and gaps, the tutor will structure interventions to remediate these gaps.</p> <p>The use of tutors will minimize distractions and help the student to focus on the work at hand. The tutor will monitor the student and make sure that they stay on the track that they need to be following. In addition, tutors know the latest teaching techniques so that the help that they are giving will maximize the small group time.</p>	<p>Log of students receiving additional support. Analyze student performance on multiple achievement sources to include PSAT, SAT, SOL assessments and others.</p>
<p>29) One (1) part-time Advanced Placement tutor to work with advanced placement students.</p> <p><i>The candidate for the part-time Advanced Placement tutor must hold a teaching certificate, a Bachelor's Degree, or an Associate's Degree.</i></p> <p><i>This individual must demonstrate</i></p>	<p>30) A critical piece to improving student performance is increased teacher and administration expectation, as such, students will be encouraged to challenge themselves by taking advanced placement courses offered within the school and via the internet. As a result, a tutor to assist students in the successful access and completion of these advanced placement courses is needed.</p>	<p>Log of students receiving additional support. Analyze student performance on multiple achievement sources to include SAT, PSAT, AP assessment, SOL assessments and others.</p>

<p><i>the ability to navigate computer based program, demonstrate the cognitive ability to assist students with basic advanced skills and concepts, work independently and as part of a team. They must be a self starter and must demonstrate the ability to supervise and instruct students</i></p>		
<p>31) Summer Credit Recovery And Remediation Program</p>	<p>32) Our remediation summer school program will serve students who have difficulty mastering required core content and skills during the school year. The focus will be on providing these students the required prerequisite skills needed to move from one level to the next.</p> <p>33) Specific curriculum will be presented in a condensed period of time, emphasizing the mastery of the student's individual deficiency. Our summer school classes will meet 4 days weekly for a total of 20 days. Funding of this program will allow students to access this opportunity free of charge. Currently the school must charge a fee to pay the teacher.</p>	<p>4) Log of students receiving additional support.</p> <p>34) Administration and examination of pre and post assessments using Study Island and ISTATON.</p> <p>35) Analyze student performance on multiple achievement sources to include PALS assessment, SOL assessments and others.</p>
<p>36) Extended Learning Day Instructional Services</p>	<p>37) Extended instructional services will be open to all students with the goal of targeting the specific weaknesses and needs of students served.</p> <p>Students not passing SOL assessments will focus on SOL skill remediation. Other students will be provided with extended learning opportunities.</p>	<p>5) Log of students receiving additional support.</p> <p>38) Administration and examination of pre and post assessments using Study Island and ISTATON.</p> <p>6) Analyze student performance on multiple achievement sources to include PALS assessment, SOL assessments and others.</p> <p>7)</p>

<p>39) Revisions made to and/or the writing of the following curriculums:</p> <ul style="list-style-type: none"> • English: Reading • English Writing • Science • Math 	<p>40) In an effort to improve student performance on standardized tests the work of writing and revising curriculum is ongoing.</p> <p>An analysis of several international studies shows that implementing and monitoring an aligned curriculum will result in a measurable impact (31 percentile points) in student achievement. It is further concluded that an aligned curriculum "cancels out" the more traditional predictors of student achievement such as socioeconomic status, gender, race and teacher effect. As a result, funding to support these tasks are needed.</p>	<p>10) The administrative staff will participate and oversee the writing of the curriculum throughout the summer and the school year.</p>
<p>41) Provision of substitute teachers for professional staff development throughout the school year.</p>	<p>42) As the individual and collective needs of the teachers are considered professional development must be presented to our teachers. To assist with developing the skills of our teachers, we will need funding for substitute teachers to cover while they are in training.</p>	<p>11) Documentation of staff development opportunities for staff.</p> <p>12) Substitute teacher sign in Log.</p>
<p>43) Increase collaborative time for teachers and extended school day programs for increased instructional time for students.</p>	<p>44) The instructional school day for students at NHS is from 7:50 a.m. to 3:25 p.m. which added 30 additional minutes to our instructional day during the 2010-2011 school year.</p> <p>45) Provision of a Credit Recovery Remediation program for grades 6-12 providing corrective teaching for 5 hours per day for 20 days in the areas of reading and math during the summer is requested.</p> <p>46) During instructional planning periods, teachers will collaboratively use student data to create lesson plans and share instructional strategies and practices</p>	<p>47) The principal will continue to ensure that additional minutes are used exclusively for instruction. EdisonLearning will look at the master schedule and provide suggestions for revisions to maximize instruction opportunities for students.</p> <p>48) The Credit Recovery Remediation program will provide extended learning opportunities for all students. Opportunities for enrichment and remediation will be provided.</p> <p>49) Administrators will review lesson</p>

		<p>plans for curriculum alignment.</p> <p>50) Administrators will be active, participating team members at grade level and data meeting.</p> <p>51) Administrators and teachers will review and analyze student work samples, assessments, and reports from benchmark assessment proficiency reports to assess the impact on achievement. Based on the data, regroup as necessary to provide additional support.</p>
<p>17) Provide professional staff development to teachers on the effective use of ISTATION as a tool for the provision of web-based instruction, practice, assessment and reporting of content subject matter.</p>	<p>2) The instructional tool ISTATION will be used to provide remedial and supplemental services to students in core areas during the in school remediation period, afterschool and during the summer extension program.</p>	<p>2) Administrators will conduct weekly walkthrough assessments to judge the degree to which teachers are using ISTATION to improve learning opportunities for children.</p> <p>Administrators and teachers will review and analyze student work samples, teacher made assessments, and benchmark results to determine which students are in need of additional support through ISTATION.</p> <p>Based on the data, administrators and/or data coach or teacher mentor will provide additional support such as mentoring, modeling, and coaching during the team's common planning period.</p>

18) Teachers will collaboratively incorporate rigor and relevance into their daily lessons using the necessary curriculum tools.	<p>9) Coaches and mentor teachers will review lesson plans with classroom teachers to ensure that lessons and activities provide a variety of instructional strategies and grouping practices that engage students and allow multiple pathways for students to master the curriculum.</p> <p>10) Model and demonstrate effective lessons for teachers to improve teaching practices.</p>	<p>11) The principal and assistant will conduct and analyze walkthrough data to judge the degree in which rigor and relevance have been incorporated into their lessons.</p> <p>12) Administrators and teachers will review and analyze student work samples, class assessments, and benchmark assessment results to assess the impact on achievement. Based on the data, administrator, data coach and teacher mentor will provide additional support such as mentoring, modeling, and coaching during the teacher's common planning period.</p>
19) Provide professional staff development to teachers on the effective use of Achieve 3000 as a tool for the provision of web-based individualized and differentiated instruction for the purpose of developing age appropriate reading comprehension, vocabulary, writing proficiency and improved performance on SOL assessments.	3) The web based instructional tool Achieve 3000 will be used to provide remedial and supplemental services to students to improve their literacy and overall comprehension skills as in class remediation, afterschool and during the summer extension program.	<p>3) Administrators will conduct weekly walkthrough assessments to judge the degree to which teachers are using Achieve 3000 to improve learning opportunities for students.</p> <p>Based on the data, administrators and/or data coach or teacher mentor will provide additional support such as mentoring, modeling, and coaching to support the student.</p>

For any Tier III school listed in Section A *not* implementing one of the intervention models, describe the following:

- m. The services the school will receive or the activities the school will implement; and
- n. The goals the LEA will establish to hold accountable its Tier III schools that receive school improvement grant funds.
(See Appendix B of the guidance document for examples of other school improvement strategies.)

Response: (Use as much space as needed.)

N/A

- If the LEA lacks sufficient capacity to serve all of its Tier I schools, provide the following information:
 - a. What steps have been taken to secure the support of the local school board for the intervention model selected?
 - b. What steps have been taken to secure the support of the parents for the intervention model selected?
 - c. If the LEA does not have sufficient staff to implement the selected intervention model fully and effectively, has the LEA considered use of the SIG funds to hire necessary staff?
 - d. What steps have been taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to implement the model?

Response: (Use as much space as needed.)

Note: For divisions with Tier II and Tier III schools, this response is NA.

☒ Mark NA, if applicable

Part 3. Recruit, Screen, and Select External Providers, If Applicable

To assist school divisions with recruiting, screening, and selecting external providers, if applicable, the Virginia Department of Education (VDOE) conducted a Request for Proposals for Lead Turnaround Partners (LTPs). Awarded were four independent contractors: Cambridge Education; Edison Learning, Inc.; John Hopkins University; and Pearson Education. School divisions may select an LTP from the competitively awarded contract list or they may choose to initiate their own competitive process. The benefit of selecting a provider from the VDOE contract list is that the competition has already taken place and a school division will not have to delay the implementation of the work with the LTP by awaiting results from its own competitive process. Specific information such as contract number and pricing about each awarded contractor is publicly posted on the VDOE Web site. The link below provides the request for proposal for the selection of the LTPs:

http://www.doe.virginia.gov/support/school_improvement/title1/1003_g/tier_1-2/meeting_apr_2010/rfp_low_achieving_schools.pdf

Below are the factors that will be considered to assess the LEA's commitment to recruit, screen, and select external providers, if applicable, consistent with the USED Final Requirements for School Improvement Grants as amended in November 1, 2010. Describe the following:

- a. Reasonable and timely steps taken to recruit, screen, and select providers to be in place by the beginning of the 2011-2012 school year that may include, but are not limited to:
 - i. Analyzing the LEA's operational needs;
 - ii. Researching and prioritizing the external providers available to serve the school;
 - iii. Contacting other LEA's currently or formerly engaged with the external provider regarding their experience;
 - iv. Engaging parents and community members to assist in the selection process; and
 - v. Delineating the responsibilities and expectations to be carried out by the external provider as well as those to be carried out by the LEA.

☒ Mark **NA** here if the LEA selected an LTP from the state's list.

☐ Mark **NA** here if the selected model does not require an LTP.

Response: (Use as much space as needed.)

- b. Detailed and relevant criteria for selecting external providers that take into account the specific needs of the Tier I and/or Tier II schools to be served by external providers. These criteria may include, but are not limited to:
- i. A proven track record of success in working with a particular population or type of school;
 - ii. Alignment between external provider services and needs of the LEA;
 - iii. Capacity to and documented success in improving student achievement; and
 - iv. Capacity to serve the identified school or schools with the selected intervention model.

☒ Mark **NA** here if the LEA selected an LTP from the state's list.

☐ Mark **NA** here if the selected model does not require an LTP.

Response: (Use as much space as needed.)

Part 4: Modify Practices and/or Policies, If Necessary, to Enable Implementation of the Intervention Fully and Effectively-Applicable to Tier I, II, and III Schools

The LEA will provide evidence that a review of division and school policies have been completed to ensure alignment with the selected interventions. Evidence will include copies of division meeting agenda and accompanying notes. If changes are needed to existing policies and/or procedures, additional documentation will be requested such as revisions to policy manuals, local board of education meeting minutes, and/or other appropriate division communication. *These documents may be scanned and attached as an appendix to this application with an explanation provided below.*

Response: (Use as much space as needed.)

As Northampton enters into this partnership with Edison, it is fully understood that there is a strong principal and teacher evaluation component built into this partnership which may conclude in the recommendation to non-renew some positions. As a result, a review of our current policies to ensure that they support such actions was conducted. Currently, Northampton's policy GCPD – Professional Staff Members: Contract Status and Discipline provides guidance for the non-renewal of teachers and administrators based on their professional performance. In our opinion, this policy is sufficient to support any action recommended by the principal or by Edison, deemed the necessary supports and guidance have been provided to improve said teachers deficiencies.

There are no recommended changes to the division and school policies at this time. If, as this partnership evolves with Edison Learning changes are warranted, and/or it is suggested that a review of a particular policy occurs, appropriate steps will be taken to address them.

While there was several school-improvement models to consider when determining the school improvement direction for Kiptopeke, there were many factors that had to be considered. Due to the length of time **Kiptopeke Elementary School** has been in school improvement and due to the minimal academic gains documented in SOL results for a number of years the only feasible option for KES

to consider to help in turning our school around is the transformation model. Due to the isolation and rural geographic location of our school to think that we could remove 50% of our staff is not a realistic option. As well, the require notification date for non-employment had passed. The Restart as a charter school and closure option is not an option for our high school because we only have one high school in the division. Restart or Closure is not options for our elementary school because of how the houses are geographically scattered and sparsely situated across 30 to 33 miles.

While this is **Northampton High School**'s first year in school improvement, a review of the longitudinal data highlighting our student's performance on SOL assessments over the past few years show that the failure rate of our subgroups have not decreased by 10%. For all of the reasons listed above for KES, the transformation model was the best option for us.

Attached you will find a copy of the board minutes approving the pursuing of this SIG grant.

Part 5. Sustain the Reform Effort After the Funding Period Ends - Applicable to Tier I, II, and III Schools

The LEA will provide a narrative identifying resources, financial and otherwise, to demonstrate how the reform effort will be sustained after the funding period ends. The LEA's ability to sustain the reform effort after the funding period ends will be evaluated by considering descriptions provided for the required components below.

Describe the following:

- Use of the Indistar™ tool by the division and school improvement teams to inform, coach, sustain, track, and report school improvement activities;
- Implementation of contract with external provider, if applicable; and
- Division plan and budget for sustaining the reform effort.

Response: (Use as much space as needed.)

All schools in school improvement will utilize the Indistar system to track and monitor progress with school improvement. We will use this tool to track our progress with the 95 indicators required to be addressed.

Northampton County Public Schools employs two reading specialists/coach who assists **Kiptopeke Elementary Schools** and **Northampton High School** in the task of addressing the reading needs of our students. They will provide ongoing support and focus on assisting teachers and students who are not meeting benchmark goals.

As a division we will do the following to support the sustaining of our school improvement efforts:

- Continue to provide the virtual data management system which houses all of the assessment information on our students. It acts as an early warning system for immediate identification of students who are in needed of remediation.
- Continue to focus on instruction and the curriculum and the ongoing updating of curriculum.
- Continue to maximize local and federal resources to optimize school improvement efforts.

- Continue to extend and maximize professional development opportunities for all teachers through the use of PD360.
- Continue to meet regularly with building administration and instructional leaders to provide support.
- Continue to monitor the formative assessment strategies learned through Editure through the instructional walk through and formal observation process to ensure continued implementation.
- Continue to extend learning opportunities through instructional afterschool programs, Saturday School, summer school and other remedial programs offered.
- Continue the implementation of the Multi-Tiered System of Supports (RTI) at the elementary level.
- Continue the expansion of the Multi-Tiered System of Supports into the high school.
- Continue with the revision and updating of curriculum.

Budget for Sustaining the Reform Effort

At the end of the funding cycle, Northampton County Public Schools will sustain its school improvement efforts through the blending of a variety of funding sources (federal funds, other state grants and local funds). A few of these positions and the funding sources are outlined below:

- Funding for positions that support schools in school improvement. The internal lead who supports schools in school improvement, oversees the curriculum writing process along with building principals, provides a variety of data and assist with the analyzing of this data as well as perform other duties (\$70,000+ contingent upon years of experience – blended funding of local and Title resources)
- Title allocations which provides funding for the following positions and nonhuman resources: reading specialists, class size reduction teachers, instructional paraprofessionals, benchmarking data base, professional development platform - PD 360, other contracted professional development opportunities, response to intervention support and a host of other resources. (estimated - \$500,000 – Title Resources)
- Funding for the ongoing use of the student data records system. (local funds)
- Use of the internal virtual data wall which tracks student performance on the various assessments administered within the division. It acts as an early warning system for students who may be experiencing academic difficulty. (\$0)
- The opportunity to fund at least one data coach who would work between the schools would attempt to be absorbed within the local budget (\$75,000 wages and benefits; additional expense added to local budget; contingent upon approval).
- The continued use of the Indistar system to monitor school improvement efforts along with tracking building progress would be used if continued funding and access was granted by VDOE.
- The continued use of the formative assessment strategies learned from Editure will continue to be look fors when conducting classroom walk through and formal observations.
- Meetings with division administrator to track progress on key indicators will continue (\$0)

Section C: Pre-implementation Activities

“Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 SIG funds.

Allowable pre-implementation activities include, but are not limited to, the following. The LEA may:

- a. Hold parent and community meetings to review school performance, discuss the new intervention model to be implemented, and develop school improvement plans in line with the model selected.
- b. Either: 1) select a charter school operator, a charter management organization (CMO), or an educational management organization (EMO) from the state-approved list; or 2) conduct the required review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly select any external provider that may be necessary to assist in planning for the implementation of an intervention model.
- c. Recruit and hire the incoming principal, leadership team, and/or instructional staff.
- d. Provide remediation and enrichment to students in schools that will implement an intervention model, purchase appropriate instructional materials, or compensate staff for instructional planning.
- e. Provide professional development that will enable staff to effectively implement new or revised instructional programs that are aligned with the school’s comprehensive and instructional plan and intervention model.
- f. Develop and pilot a data system for use in schools implementing an intervention model; analyze data; or develop and adopt interim assessments for use in those schools.
- g. Conduct other allowable pre-implementation activities.
- h. Include sufficient funds in the budget to conduct pre-implementation activities fully and effectively in addition to implementing an intervention model for its Tier I, Tier II, as well as to support school improvement activities in its Tier III schools throughout the period of availability of funds.

If applicable, describe the activities for pre-implementation.

Response: (Use as much space as needed.)

SECTION D: BUDGET

As stipulated in the final USED SIG guidance, divisions may apply for \$50,000 to \$2,000,000 per school for each year of the grant. The total budget request may not exceed \$2,000,000 per school for each year or \$6,000,000 per school over three years.

Part 1: Budget Summary (one for the division and one for each school). School Improvement Grant (SIG) funds may be expended on any allowable expense as described in the Guidelines for School Improvement Grant Application document. School Improvement Grant funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected intervention model(s). Appendix A in the guidance document contains additional information on the four intervention models. The LEA must submit the following:

- a. One combined LEA-level budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) in all schools chosen to be served in the LEA (Tier I, Tier II and Tier III schools);
- b. For each school served with SIG funds, a budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies.
- c. For each school served with SIG funds, a detailed narrative describing the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives.

A description of expenditure codes can be found at the end of Section D.

See following pages for budget form(s).

Part 1(a): Combined Division-Level Budget Summary for ALL (Tier I, Tier II, and Tier III) Schools the LEA Commits to Serve

In the chart below, please include a budget summary of expenditures for activities designed to support implementation of the selected school intervention model(s) in the LEA's **Tier I, Tier II, and Tier III** schools. Please duplicate the chart below and complete a separate budget for each school the LEA commits to serve with SIG funds.

	Year 1: 2011-2012 (includes pre-implementation period)			Year 2: 2012-2013		Year 3: 2013-2014		Total
Expenditure Codes	Pre-implementation (SIG Funds)	SIG Funds	Other Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	Sum of SIG Funds for all three years. <i>Do not include "other funds."</i>
1000 - Personnel	\$	\$795,289.02	\$159,708.84	\$771,059.02	\$159,708.84	\$771,059.02	\$159,999.02	\$2,337,407.06
2000 - Employee Benefits	\$	\$84,450.56	\$40,707.83	\$75,010.56	\$40,707.83	\$75,010.56	\$40,707.83	\$234,471.68
3000 - Purchased Services	\$	\$973,890.00	\$48,651.65	\$880,340.00	\$48,651.65	\$880,340.00	\$48,651.65	\$2,734,570.01
4000 - Internal Services	\$	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5000 - Other Charges	\$	\$27,229.99	\$6,890.82	\$15,438.00	\$6,890.82	\$11,452.12	\$6,890.82	\$52,105.99
6000 - Materials and Supplies	\$	\$116,084.00	\$9,978.43	\$55,544.00	\$9,978.43	\$55,529.88	\$9,978.43	\$221,171.91
8000 - Equipment/ Capital Outlay	\$	\$45,500.00	\$0	\$0	\$0	\$0	\$0	\$45,500.00
Total	\$	\$2,042,443.57	\$265,937.57	\$1,797,391.58	\$265,937.57	\$1,793,391.58	\$265,937.57	\$5,633,226.73

These expenditure codes are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

(Kiptopeke Elementary School)

Part 1(b): Budget Summary for Each School the LEA Commits to Serve with SIG Funds

For **each school** served with SIG funds, please provide a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Separate division- and school-level expenses for SIG funds. Division-level expenses are those that occur at the division level to support school improvement activities for the specific school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Please duplicate the chart below as needed to complete a separate budget for each school the LEA commits to serve with SIG funds.

SCHOOL NAME: KIPTOPEKE ELEMENTARY SCHOOL				TIER IDENTIFICATION: TIER I <u> X </u> TIER II <u> </u> TIER III <u> </u>				
	Year 1: 2011-2012 (includes pre-implementation period)			Year 2: 2012-2013		Year 3: 2013-2014		Total
Expenditure Codes	Pre-implementation SIG Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	Sum of SIG Funds for all three years. <i>Do not include "other funds."</i>
1000 – Personnel	Division Expenses \$	Division Expenses \$0	Other: \$141,085.00	Division Expenses \$0	Other: \$141,085.00	Division Expenses \$0	Other: \$141,085.00	Division Expenses \$0
	School Expenses \$	School Expenses \$378,379.51		School Expenses \$367,029.51		School Expenses \$367,029.51		School Expenses \$1,112,438.53
2000 – Personnel	Division Expenses \$	Division Expenses \$0	Other: \$40,707.83	Division Expenses \$0	Other: \$40,707.83	Division Expenses \$0	Other: \$40,707.83	Division Expenses \$ 0
	School Expenses \$	School Expenses \$41,470.86		School Expenses \$35,800.86		School Expenses \$35,800.86		School Expenses \$113,072.58

3000 - Purchased Services	Division Expenses \$	Division Expenses \$0	Other: \$48,651.65	Division Expenses \$0	Other: \$48,651.65	Division Expenses \$0	Other: \$48,651.65	Division Expenses \$0
	School Expenses \$	School Expenses \$374,410.00		School Expenses \$343,860.00		School Expenses \$343,860.00		School Expenses \$1,062,130.00
4000 - Internal Services	Division Expenses \$	Division Expenses \$0	Other: \$0	Division Expense \$0	Other: \$0	Division Expenses \$0	Other: \$0	Division Expenses \$0
	School Expenses \$	School Expenses \$0		School Expenses \$0		School Expenses \$0		School Expenses \$0
5000 - Other Charges	Division Expenses \$	Division Expenses \$0	Other: \$6,890.82	Division Expenses \$3,000.00	Other: \$6,890.82	Division Expenses \$0	Other: \$6,890.82	Division Expenses \$0
	School Expenses \$	School Expenses \$12,730.00		School Expenses \$5,960.00		School Expenses \$4,974.12		School Expenses \$26,664.12
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$0	Other: \$4,978.43	Division Expenses \$1,000.00	Other: \$4,978.43	Division Expenses \$0	Other: \$4,978.43	Division Expenses \$0
	School Expenses \$	School Expenses \$74,562.00		School Expenses \$20,772.00		School Expenses \$21,757.88		School Expenses \$118,091.88
8000 – Equipment / Capital Outlay	Division Expenses \$0	Division Expenses \$0	Other: \$0	Division Expenses \$0	Other: \$0	Division Expenses \$0	Other: \$0	Division Expenses \$0
	School Expenses \$	School Expenses \$22,750.00		School Expenses \$0		School Expenses \$0		School Expenses \$22,750.00
Total	Division Expense \$	Division Expense \$0	Other: \$242,313.73	Division Expenses \$0	Other: \$242,313.73	Division Expenses \$0	Other: \$242,313.73	Division Expenses \$0
	School Expenses \$	School Expenses \$904,302.37		School Expenses \$777,422.37		School Expenses \$773,422.37		School Expenses \$2,455,147.11
Sum of SIG Funds for all three years for this school Do not include “other funds.”								\$2,455,147.11

Part 1(c): Budget Narrative for Each School the LEA Commits to Serve with SIG Funds (2011-2012)

In the chart below, for **each school** served with SIG funds, please provide a budget narrative of expenditures for activities designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Include the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives. Use as much space as needed for each Expenditure Code. Please duplicate the chart below as needed to complete a separate budget for each school the LEA commits to serve with SIG funds.

SCHOOL NAME: Kiptopeke Elementary School (2011-2012)	TIER IDENTIFICATION: <input checked="" type="checkbox"/> TIER I <input type="checkbox"/> TIER II <input type="checkbox"/> TIER III
<p>1000 – Personnel (Use as much space as necessary.)</p> <p>Data Coach - \$65,169.51 – 100% of the data coach’s time will be spent working with teachers and administrators working to improve the teaching and learning in the classroom. She will lead the staff in data driven professional learning communities.</p> <p>Part-time Reading Tutors (4) - \$105,000.00 – Will work 6 hours daily for a total of 30 hours a week. They will work exclusively with struggling students assisting them with the mastering of difficult content.</p> <p>Part-time Math Tutors (3) – \$78,750.00 - Will work 6 hours daily for a total of 30 hours a week. They will work exclusively with struggling students assisting them with the mastering of difficult content.</p> <p>Early Intervention Tutors (2) – \$52,500.00 - Will work 6 hours daily for a total of 30 hours a week. One tutor will work with the early intervention reading (Fast For Words) program. The other tutor will work with in the ISTATION lab.</p> <p>JumpStart Teachers (10) – \$22,500.00 – These teachers will provide extended learning opportunities through a summer school program for our students. 4.5 hours a day for 20 days during the summer.</p> <p>JumpStart Bus Drivers (2) – \$1,800.00 – Bus drivers for the summer program for 20 days.</p> <p>Extended School Day Remediation (10) - \$25,500.00 – Extended learning opportunities provided to students for 68 days beginning February 1, 2012 up to SOL test.</p> <p>Extended School Day Enrichment (5) – \$12,750.00 – Extended learning opportunities provided to students who are on/above grade level beginning February 1, 2012.</p> <p>Extended School Day Bus Drivers (2) – 3,060.00 – Drivers</p> <p>Saturday School Extended Learning (5) - \$7,650.00 – 3 hours weekly for 17 Saturdays</p> <p>Saturday School Extended Learning Bus Drivers (2) - \$2,500.00 – 2 hours weekly for 17 Saturdays</p> <p>Saturday School Custodian (1) - \$1,200.00 – 4.5 hours weekly for 17 Saturdays</p> <p>Other Sources:</p> <p>Title II, Part A</p> <p>Class Size Reduction - \$113,360.00 – 3 teachers to reduce class size</p> <p>Stipends for New Teacher Academy - \$10,6525.00 – teacher retention effort to give new teachers sufficient time to adjust to their new assignment.</p> <p>Title III, Part A</p> <p>Summer School Teachers – \$4,400.00 - Migrant/LEP students</p> <p>Summer School Paraprofessionals (3) - \$8,700.00 – Migrant/LEP summer school program</p> <p>Summer School Bus Drivers (2) – 4,000.00 – Migrant/LEP summer school drivers</p>	

<p>2000 -Employee Benefits (Use as much space as necessary.) Data Coach - \$12,942.66 All other part-time tutors, Jumpstart, Extended School Day teachers – 22,858.20 Saturday School Extended Learning (teachers, custodian, bus drivers) - \$2,270.00 Benefits for Teacher Stipend for Summer Professional Development - \$3,400.00 Other Sources: Title II, Part A (3) –Teachers Fringe Benefits - \$38,939.74 - Class size reduction Title III, Part A - (3-Parapro, 1-teacher, 2-bus drivers) – Fringe Benefits - \$1,768.09</p>
<p>3000 - Purchased Services (Use as much space as necessary.) ISTATION – \$6,500.00 – Remediation and enrichment ARDT - \$960.00 – Algebra Readiness administered 3 times a year TeachFirst - \$1,950.00; Quarterly Reporting \$750.00; Curriculum Writing – \$7,900.00 - Science, English; Revisions to the following curriculums: Math and History AIMSWEB – \$2,400.00 – Response to Intervention Data Monitoring Program Substitute Teachers – \$10,000.00 - For professional staff development trainings (as needed) - 20 teachers X 5 days of PD @ daily rate of 100.00 day. Reading Eggs - \$3,500.00 – Study Island reading program for students in grades PK-1-2. EdisonLearning - \$306,800.00 – 590 students @ 520.00 – due to the transient history of this school a few additional students were added to accommodate the influx. Four Square Writing - \$3,000.00 – continuation Staff Development activity for all teachers. FastFor Words - \$7,000.00 – Reading remediation program. 25 students @ 280.00 FastFor Words Initial Training - \$2,150.00 Word Study Professional Development Training - \$4,500.00 Teacher Stipends for Summer Professional Development - \$17,000.00 Other Sources: Title II, Part A Assistance for teacher licensure/HQ - \$5,000.00 Assistance with Praxis, VCLA and other required licensure testing - \$7,912.00 Memberships: SEVA, International Reading - \$885.00 Title VI, Part B PD 360 Purchase - \$15,000.00 – Instant professional development for struggling teachers Title III, Part A ELL Teachers Professional Development - \$2000.00</p>
<p>4000 - Internal Services (Use as much space as necessary.)</p>
<p>5000 - Other Charges (Use as much space as necessary.) Travel for Trainings - \$9,730.00 – Travel for school improvement training; travel for teacher PD as needed, Division Travel - \$3,000.00 – Travel for school improvement trainings; other DOE school improvement related travel Other Sources: Title II, Part A</p>

Professional Development Division Teacher Mentor - \$1,890.00 Title VI, Part B Travel for staff development - \$5,000.00
6000 - Materials and Supplies (Use as much space as necessary.) Headsets - \$2,772.00 – For Istation and Fast For Words labs. 70 sets @ \$39.60 Data Coach supplies - \$3,000.00 – notebooks for students to track their own data, supplies for teacher tracking of data, staff development supplies, etc. Reading Mastery - \$7,000.00 – Remedial reading supplies Corrective Reading - \$7,000.00 – Remedial reading supplies Materials for science/social studies - \$2,000.00 – miscellaneous supplies Effective Schoolwide Discipline - \$3,000.00 – miscellaneous supplies to reinforce appropriate student behaviors Coach books (math, English, science, social studies) - \$8,000.00 Division Materials & supplies - \$4,490.00 – materials to produce curriculum guides and other instructional materials. Math Manipulatives & Other Core Subject Consumable Resources - \$13,000.00 Saturday Extended School Snacks - \$3,000.00 Saturday School Materials & Supplies - \$2,000.00 School Improvement Materials & Supplies (School Year Kick Off Supplies, posters, banners, special event materials, celebration materials) - \$5,000.00 Curriculum Supplies for Non-Core Teachers to Align Instruction with SOL Core Content - \$5,000.00 Literacy Support – Purchase books and magazines for students to take home – 3 books per student total - \$6,000.00 Supplies for student celebrations - \$3,300.00 Other Sources: Title III, Part A Materials & Supplies – 2,278.43 Title II, Part A Professional Literature - \$1,700.00 Title VI, Part B Professional Literature - \$1,000.00
8000 – Equipment/Capital Outlay (Use as much space as necessary.) Computers – 22,750.00 – Computers needed to provide access to Istation and Fast For Words. 35 computers @ \$650.00 (one time purchase)

Part 1(c): (2012- 2014) - Budget Narrative for Each School the LEA Commits to Serve with SIG Funds - (2012- 2014)

In the chart below, for **each school** served with SIG funds, please provide a budget narrative of expenditures for activities designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Include the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives. Use as much space as needed for each Expenditure Code. Please duplicate the chart below as needed to complete a separate budget for each school the LEA commits to serve with SIG funds.

SCHOOL NAME: Kiptopeke Elementary School (2012-2014)	TIER IDENTIFICATION: <input checked="" type="checkbox"/> TIER I <input type="checkbox"/> TIER II <input type="checkbox"/> TIER III
<p>1000 – Personnel (Use as much space as necessary.) Data Coach - \$65,169.51 – 100% of the data coach’s time will be spent working with teachers and administrators working to improve the teaching and learning in the classroom. She will lead the staff in data driven professional learning communities. Part-time Reading Tutors (4) - \$105,000.00 – Will work 6 hours daily for a total of 30 hours a week. They will work exclusively with struggling students assisting them with the mastering of difficult content. Part-time Math Tutors (3) – \$78,750.00 - Will work 6 hours daily for a total of 30 hours a week. They will work exclusively with struggling students assisting them with the mastering of difficult content. Early Intervention Tutors (2) – \$52,500.00 - Will work 6 hours daily for a total of 30 hours a week. One tutor will work with the early intervention reading (Fast For Words) program. The other tutor will work with in the ISTATION lab. JumpStart Teachers (10) – \$22,500.00 – These teachers will provide extended learning opportunities through a summer school program for our students. 4.5 hours a day for 20 days during the summer. JumpStart Bus Drivers (2) – \$1,800.00 – Bus drivers for the summer program for 20 days. Extended School Day Remediation (10) - \$25,500.00 – Extended learning opportunities provided to students for 68 days beginning February 1, 2012 up to SOL test. Extended School Day Enrichment (5) – \$12,750.00 – Extended learning opportunities provided to students who are on/above grade level beginning February 1, 2012. Extended School Day Bus Drivers (2) – 3,060.00 – Drivers</p> <p>Other Sources: Title II, Part A Class Size Reduction - \$113,360.00 – 3 teachers to reduce class size Stipends for New Teacher Academy - \$10,6525.00 – teacher retention effort to give new teachers sufficient time to adjust to their new assignment. Title III, Part A Summer School Teachers – \$4,400.00 - Migrant/LEP students Summer School Paraprofessionals (3) - \$8,700.00 – Migrant/LEP summer school program Summer School Bus Drivers (2) – 4,000.00 – Migrant/LEP summer school drivers</p>	
<p>2000 -Employee Benefits (Use as much space as necessary.) Data Coach - \$12,942.66 All other part-time tutors, Jumpstart, Extended School Day teachers – 22,858.20</p>	

Other Sources:

Title II, Part A (3) –Teachers Fringe Benefits - \$38,939.74 - Class size reduction
 Title III, Part A - (3-Parapro, 1-teacher, 2-bus drivers) – Fringe Benefits - \$1,768.09

3000 - Purchased Services (Use as much space as necessary.)

ISTATION – \$6,500.00 – Remediation and enrichment

ARDT - \$960.00 – Algebra Readiness administered 3 times a year

TeachFirst - \$1,950.00; Quarterly Reporting \$750.00;

Curriculum Writing – **\$4,000.00** - Science, English; Revisions to the following curriculums: Math and History

AIMSWEB – \$2,400.00 – Response to Intervention Data Monitoring Program

Substitute Teachers – \$10,000.00 - For professional staff development trainings (as needed) - 20 teachers X 5 days of PD @ daily rate of 100.00 day.

Reading Eggs - \$3,500.00 – Study Island reading program for students in grades PK-1-2.

EdisonLearning - \$306,800.00 – 590 students @ 520.00 – due to the transient history of this school a few additional students were added to accommodate the influx.

FastFor Words - \$7,000.00 – Reading remediation program. 25 students @ 280.00

Other Sources:**Title II, Part A**

Assistance for teacher licensure/HQ - \$5,000.00

Assistance with Praxis, VCLA and other required licensure testing - \$7,912.00

Memberships: SEVA, International Reading - \$885.00

Title VI, Part B

PD 360 Purchase - \$15,000.00 – Instant professional development for struggling teachers

Title III, Part A

ELL Teachers Professional Development - \$2000.00

4000 - Internal Services (Use as much space as necessary.)**5000 - Other Charges** (Use as much space as necessary.)**2012-2013**

Travel for Trainings - \$5,960.00 – Travel for school improvement training; travel for teacher PD as needed,

Division Travel - \$3,000.00 – Travel for school improvement trainings; other DOE school improvement related travel

2013-2014

Travel for Trainings - \$4,974.12

Other Sources:**Title II, Part A**

Professional Development Division Teacher Mentor - \$1,890.00

Title VI, Part B

Travel for staff development - \$5,000.00

<p>6000 - Materials and Supplies (Use as much space as necessary.)</p> <p>Headsets - \$2,772.00 – For Istation and Fast For Words labs. 70 sets @ \$39.60</p> <p>Data Coach supplies - \$1,000.00 – notebooks for students to track their own data, supplies for teacher tracking of data, staff development supplies, etc.</p> <p>Reading Mastery - \$5,000.00 – Remedial reading supplies</p> <p>Corrective Reading - \$5,000.00 – Remedial reading supplies</p> <p>Effective Schoolwide Discipline - \$2,000.00 – miscellaneous supplies to reinforce appropriate student behaviors</p> <p>Coach books (math, English, science, social studies) – (\$5,000.00 – 2012-2013 Only) (\$5,985.88 – 2013-2014 (Only))</p> <p>Division Materials & Supplies - \$1,000.00</p> <p>Other Sources:</p> <p>Title III, Part A</p> <p>Materials & Supplies – 2,278.43</p> <p>Title II, Part A</p> <p>Professional Literature - \$1,700.00</p> <p>Title VI, Part B</p> <p>Professional Literature - \$1,000.00</p>
<p>8000 – Equipment/Capital Outlay (Use as much space as necessary.)</p>

NORTHAMPTON HIGH SCHOOL

Part 1(b): Budget Summary for Each School the LEA Commits to Serve with SIG Funds

For each school served with SIG funds, please provide a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Separate division- and school-level expenses for SIG funds. Division-level expenses are those that occur at the division level to support school improvement activities for the specific school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Please duplicate the chart below as needed to complete a separate budget for each school the LEA commits to serve with SIG funds.

SCHOOL NAME: NORTHAMPTON HIGH SCHOOL				TIER IDENTIFICATION: TIER I <input type="checkbox"/> TIER II <input checked="" type="checkbox"/> TIER III <input type="checkbox"/>				
	Year 1: 2011-2012 (includes pre-implementation period)			Year 2: 2012-2013		Year 3: 2013-2014		Total
Expenditure Codes	Pre-implementation SIG Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	Sum of SIG Funds for all three years. <i>Do not include "other funds."</i>
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$18,623.84	Division Expenses \$	Other: \$18,623.84	Division Expenses \$	Other: \$18,623.84	Division Expenses \$0
	School Expenses \$	School Expenses \$416,909.51		School Expenses \$404,029.51		School Expenses \$404,029.51		School Expenses \$1,224,968.53
2000 – Personnel	Division Expenses \$	Division Expenses \$	\$0	Division Expenses \$	\$	Division Expenses \$	\$	Division Expenses \$
	School Expenses \$	School Expenses \$42,979.70		School Expenses \$39,209.70		School Expenses \$39,209.70		School Expenses \$121,399.10

3000 - Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$599,480.00		School Expenses \$536,480.00		School Expenses \$536,480.00		School Expenses \$1,672,440.00
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$		School Expenses \$		School Expenses \$		School Expenses \$
5000 - Other Charges	Division Expenses \$	Division Expenses \$0	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$14,499.99		School Expenses \$6,478.00		School Expenses \$6,478.00		School Expenses \$27,455.99
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$5,000.00	Division Expenses \$	Other: \$5,000.00	Division Expenses \$	Other: \$5000.00	Division Expenses \$0
	School Expenses \$	School Expenses \$41,522.00		School Expenses \$33,772.00		School Expenses \$33,772.00		School Expenses \$109,066.00
8000 – Equipment / Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$22,750.00		School Expenses \$0		School Expenses \$0		School Expenses \$22,750.00
Total	Division Expense \$	Division Expense \$	Other: \$23,623.84	Division Expenses \$	Other: \$23,623.84	Division Expenses \$	Other: \$23,623.84	Division Expenses \$0
	School Expenses \$	School Expenses \$1,138,141.20		School Expenses \$ 1,019,969.21		School Expenses \$1,019,969.21		School Expenses \$3,178,079.63
Sum of SIG Funds for all three years for this school Do not include “other funds.”								\$3,178,079.62

Part 1(c): (2011-2012) Budget Narrative for Each School the LEA Commits to Serve with SIG Funds (2011-2012)

In the chart below, for **each school** served with SIG funds, please provide a budget narrative of expenditures for activities designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Include the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives. Use as much space as needed for each Expenditure Code. Please duplicate the chart below as needed to complete a separate budget for each school the LEA commits to serve with SIG funds.

SCHOOL NAME: Northampton High School (2011-2012)	TIER IDENTIFICATION: <input type="checkbox"/> TIER I <input checked="" type="checkbox"/> TIER II <input type="checkbox"/> TIER III
<p>1000 – Personnel (Use as much space as necessary.) Data Coach - \$65,169.51 – 100% of the data coach’s time will be spent working with teachers and administrators working to improve the teaching and learning in the classroom. She will lead the staff in data driven professional learning communities. Part-time Reading Tutors (4) - \$105,000.00 – Will work 6 hours daily for a total of 30 hours a week. They will work exclusively with struggling students assisting them with the mastering of difficult content. Part-time Math Tutors (4) – \$105,000.00 - Will work 6 hours daily for a total of 30 hours a week. They will work exclusively with struggling students assisting them with the mastering of difficult content. Virtual Learning Tutors (2) – \$52,500.00 - Will work 6 hours daily for a total of 30 hours a week. One tutor will work with the early intervention reading (Fast For Words) program. The other tutor will work with in the ISTATION lab and other virtual programs. Summer School Recovery/Remediation Teachers (6) – \$16,500.00 – These teachers will provide extended learning opportunities through a summer school program for our students. 5.5 hours a day for 20 days during the summer @ \$25.00. Summer School Recovery/Remediation Bus Drivers (2) – \$1,800.00 – Bus drivers for the summer program for 20 days. Extended School Day Remediation (11) - \$55,000.00 – (11 – teachers x 2hours @ \$25.00 x 100 days) Extended learning opportunities provided to students for 100 days. Extended School Day Bus Drivers (2) – 3,060.00 – Drivers Saturday School Extended Learning (5) - \$7,650.00 – 3 hours weekly for 17 Saturdays Saturday School Extended Learning Bus Drivers (2) - \$2,500.00 – 2 hours weekly for 17 Saturdays Saturday School Custodian (1) - \$1,200.00 – 4.5 hours weekly for 17 Saturdays Saturday School Administrative Supervision/Security(1) - \$1,530.00 - \$30.00 – 3 hours weekly for 17 Saturdays</p> <p>Other Sources: Jobs for Virginia Graduates – 22.6% Teacher - \$12,596.00 Project Graduation - \$6,027.84</p>	
<p>2000 -Employee Benefits (Use as much space as necessary.) Data Coach Fringe Benefits - \$12,942.66 All other part-time tutors, summer school, Extended School Day teachers – 26,267.04 Saturday School Extended Learning – (teachers, custodian, bus driver, administrator/security) - \$2,770.00 Summer Professional Development Teachers - \$1,000.00</p>	

3000 - Purchased Services (Use as much space as necessary.)

ISTATION – \$6,500.00 – Remediation and enrichment

ARDT - \$1,080.00 – Algebra Readiness administered 3 times a year (90 students x \$4.00 x 3 times a year

Curriculum Writing – \$10,000.00 - Science, English; Revisions to the following curriculums: Math and History

AIMSWEB – \$2,500.00 – Response to Intervention Data Monitoring Program

Substitute Teachers – \$6,000.00 - For professional staff development trainings (as needed) – 20 teachers X 3 days of PD @ daily rate of 100.00 day.

Study Island - \$5,500.00 – Study Island will be used as a remediation tool.

EdisonLearning - \$504,900.00 – 765 students @ 660.00 – NHS has had an influx of students from the local private schools, adjustments needed to be made.

Four Square Writing - \$3,000.00 – continuation Staff Development activity for all teachers.

Achieve 3000 - \$50,000.00 – Achieve 3000 will be used to support the development of literacy skills in our struggling readers.

Stipends for Summer Professional Development - \$10,000.01

Other Sources:

Title VI, Part B

PD 360 Purchase - \$15,000.00 – Instant professional development for struggling teachers

4000 - Internal Services (Use as much space as necessary.)

5000 - Other Charges (Use as much space as necessary.)

Travel for Trainings - \$8,000.00 – Travel for school improvement training; travel for teacher PD as needed,

Division Travel - \$3,000.00 – Travel for school improvement trainings; other DOE school improvement related travel

RTI Travel - \$3,499.99 – Travel to trainings for the purpose of expanding RTI into the high school.

Other Sources:

Jobs for Virginia Graduates

Conferences & Travel - \$2,500.00

Title III, Part A

ELL Teachers Professional Development - \$2000.00

6000 - Materials and Supplies (Use as much space as necessary.)

Headsets - **\$2,772.00** – For Istation and Fast For Words labs. 70 sets @ \$39.60

Data Coach supplies - **\$5,000.00** – notebooks for students to track their own data, supplies for teacher tracking of data, staff development supplies, etc.

Materials & Supplies – **\$25,000.00** – (*Science chemicals & dissecting specimen* – \$6,000.00; *history resources* - \$5,000.00; *math manipulatives* \$5,000.00; *English: novels, composition books, etc* - \$5,000.00; *foreign language software resources* \$2,000.00, *art supplies* \$2,000.00)

Division Materials & supplies - **\$1,000.00** – materials to produce curriculum guides and other instructional materials.

Saturday School Snacks & Materials & Supplies - \$1,000.00

School Improvement Materials to Kick of the First 30 days of school – (posters, banners, special materials, celebration materials) - \$3,000.00

Supplies for Student and Staff Celebrations - \$3,750.00

Other Sources:

Jobs for Virginia Graduates

Instructional Resources for JVG – 904.00

8000 – Equipment/Capital Outlay (Use as much space as necessary.)

Computers – 22,750.00 – Computers needed to provide access to ISTATION and Fast For Words. 35 computers @ \$650.00
(one time purchase)

Part 1(c): (2012-2014) Budget Narrative for Each School the LEA Commits to Serve with SIG Funds (2012-2014)

In the chart below, for **each school** served with SIG funds, please provide a budget narrative of expenditures for activities designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Include the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives. Use as much space as needed for each Expenditure Code. Please duplicate the chart below as needed to complete a separate budget for each school the LEA commits to serve with SIG funds.

SCHOOL NAME: Northampton High School (2012-2014)	TIER IDENTIFICATION: <input type="checkbox"/> TIER I <input checked="" type="checkbox"/> TIER II <input type="checkbox"/> TIER III
<p>1000 – Personnel (Use as much space as necessary.) Data Coach - \$65,169.51 – 100% of the data coach’s time will be spent working with teachers and administrators working to improve the teaching and learning in the classroom. She will lead the staff in data driven professional learning communities. Part-time Reading Tutors (4) - \$105,000.00 – Will work 6 hours daily for a total of 30 hours a week. They will work exclusively with struggling students assisting them with the mastering of difficult content. Part-time Math Tutors (4) – \$105,000.00 - Will work 6 hours daily for a total of 30 hours a week. They will work exclusively with struggling students assisting them with the mastering of difficult content. Virtual Learning Tutors (2) – \$52,500.00 - Will work 6 hours daily for a total of 30 hours a week. One tutor will work with the early intervention reading (Fast For Words) program. The other tutor will work with in the ISTATION lab and other virtual programs. Summer School Recovery/Remediation Teachers (6) – \$16,500.00 – These teachers will provide extended learning opportunities through a summer school program for our students. 5.5 hours a day for 20 days during the summer @ \$25.00. Summer School Recovery/Remediation Bus Drivers (2) – \$1,800.00 – Bus drivers for the summer program for 20 days. Extended School Day Remediation (11) - \$55,000.00 – (11 – teachers x 2hours @ \$25.00 x 100 days) Extended learning opportunities provided to students for 100 days. Extended School Day Bus Drivers (2) – 3,060.00 – Drivers</p> <p>Other Sources: Jobs for Virginia Graduates – 22.6% Teacher - \$12,596.00 Project Graduation - \$6,027.84</p>	
<p>2000 -Employee Benefits (Use as much space as necessary.) Data Coach Fringe Benefits - \$12,942.66 All other part-time tutors, summer school, Extended School Day teachers – 26,267.04</p>	
<p>3000 - Purchased Services (Use as much space as necessary.) ISTATION – \$6,500.00 – Remediation and enrichment ARDT - \$1,080.00 – Algebra Readiness administered 3 times a year (90 students x \$4.00 x 3 times a year Curriculum Writing – \$10,000.00 - Science, English; Revisions to the following curriculums: Math and History AIMSWEB – \$2,500.00 – Response to Intervention Data Monitoring Program Substitute Teachers – \$6,000.00 - For professional staff development trainings (as needed) – 20 teachers X 3 days of PD @ daily rate of 100.00 day.</p>	

<p>Study Island - \$5,500.00 – Study Island will be used as a remediation tool.</p> <p>EdisonLearning - \$504,900.00 – 765 students @ 660.00 – NHS has had an influx of students from the local private schools, adjustments needed to be made.</p> <p>Other Sources:</p> <p>Title VI, Part B</p> <p>PD 360 Purchase - \$15,000.00 – Instant professional development for struggling teachers</p>
<p>4000 - Internal Services (Use as much space as necessary.)</p>
<p>5000 - Other Charges (Use as much space as necessary.)</p> <p>Travel for Trainings - \$4,000.00 – Travel for school improvement training; travel for teacher PD as needed,</p> <p>Division Travel - \$2,478.00 – Travel for school improvement trainings; other DOE school improvement related travel</p> <p>Other Sources:</p> <p>Jobs for Virginia Graduates</p> <p>Conferences & Travel - \$2,500.00</p> <p>Title III, Part A</p> <p>ELL Teachers Professional Development - \$2000.00</p>
<p>6000 - Materials and Supplies (Use as much space as necessary.)</p> <p>2012-2013</p> <p>Headsets - \$2,772.00 – For Istation and Fast For Words labs. 70 sets @ \$39.60</p> <p>Data Coach supplies - \$5,000.00 – notebooks for students to track their own data, supplies for teacher tracking of data, staff development supplies, etc.</p> <p>Materials & Supplies – \$25,000.00 –(<i>Science chemicals & dissecting specimen – \$6,000.00; history resources - \$5,000.00; math manipulatives \$5,000.00; English: novels, composition books, etc - \$5,000.00; foreign language software resources \$2,000.00, art supplies \$2,000.00</i>)</p> <p>Division Materials & supplies - \$1,000.00 – materials to produce curriculum guides and other instructional materials.</p> <p>2013-2014</p> <p>Headsets - \$1,786.03 – For Istation and Fast For Words labs. 70 sets @ \$39.60</p> <p>Data Coach supplies - \$3,000.00 – notebooks for students to track their own data, supplies for teacher tracking of data, staff development supplies, etc.</p> <p>Materials & Supplies – \$26,985.97 –(<i>Science chemicals & dissecting specimen – \$5,000.00; history resources - \$4,000.00; math manipulatives \$5,000.00; English: novels, composition books, etc - \$5,000.00; foreign language software resources \$2,000.00, art supplies \$2,985.00, PE - \$3,000.00</i>)</p> <p>Division Materials & supplies - \$2,000.00 – materials to produce curriculum guides and other instructional materials.</p> <p>Other Sources:</p> <p>Jobs for Virginia Graduates</p> <p>Instructional Resources for JVG – 904.00</p>
<p>8000 – Equipment/Capital Outlay (Use as much space as necessary.)</p>



**Wednesday, May 18, 2011
Regular Meeting 6:00 p.m.**

1. Call to Order

Subject 1.01 Opening Exercises

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 1. Call to Order

Type Information

Mr. Merritt will call the meeting to order. Dr. Bowmaster will lead the Pledge of Allegiance and Moment of Silence.

Subject 1.02 VSBA Art Award

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 1. Call to Order

Type

Chassity Colona's art work was selected as a first place winner at the VSBA Region II annual meeting. The art work will be framed and displayed on a rotating basis in the VSBA offices in Charlottesville and Richmond office of the State Superintendent of Public Instruction. It will also be exhibited at the VSBA Annual Convention in Williamsburg in November.

2. Consent Agenda

Subject 2.01 Approval of minutes for April 4, 2011; April 6, 2011; April 8, 2011; April 11, 2011; April 13, 2011; April 14, 2011; April 18, 2011

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 2. Consent Agenda

Type Action (Consent)

Minutes for meetings of April 4, 2011 Closed Personnel; April 6, 2011 Closed Personnel; April 8, 2011 Closed Personnel; April 11, 2011 Closed Personnel; April 11, 2011 Joint meeting with the Board of Supervisors; April 13, 2011 Regular Meeting; April 14, 2011 Discipline Committee; April 18, 2011 Closed Personnel.

File Attachments

[minutes.4.04.11closed personnel.pdf \(6 KB\)](#)

[minutes.4.06.11closed personnel.pdf \(6 KB\)](#)

[minutes.4.08.11closed personnel.pdf \(6 KB\)](#)

[minutes.4.11.11closed personnel.pdf \(6 KB\)](#)

minutes4.11.11 bos.pdf (49 KB)	minutes.4.14.11discipline hearing.pdf (6 KB)
minutes.4.18.11closed personnel.pdf (6 KB)	minutes 4.13.11.pdf (55 KB)

Subject 2.02 Approval of APRIL 2011 Financial Statements

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 2. Consent Agenda

Type Action (Consent)

Legal Reference: School Board Policy DI

File Attachments

2011-05-02.expenditure summary.pdf (11 KB)	2011-05-02.revenue summary.pdf (20 KB)
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Subject 2.03 Approval of End of Month Bills Paid for APRIL 2011

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 2. Consent Agenda

Type Action (Consent)

Bills for APRIL 2011 have been reviewed and approved.

File Attachments

[2011-05-02.vendor payments.pdf \(23 KB\)](#)

Subject 2.04 Approval of Budget Transfers and Budget Appropriations MAY 18, 2011

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 2. Consent Agenda

Type Action (Consent)

Ms. Brook Thomas will present two budget appropriations for approval.

Legal Reference: School Board Policy DI

Subject	2.05 Approval of Personnel Action for MAY 18, 2011
Meeting	May 18, 2011 - Regular Meeting 6:00 p.m.
Category	2. Consent Agenda
Type	Action (Consent)

3. Information Items

Subject	3.01 Focus on Instruction
Meeting	May 18, 2011 - Regular Meeting 6:00 p.m.
Category	3. Information Items
Type	Information

Mr. Dan Harris and Mrs. Randi Merritt will provide the Board with an update on Instructional Technology.

Subject	3.02 Policy JFCK - Standard Dress
Meeting	May 18, 2011 - Regular Meeting 6:00 p.m.
Category	3. Information Items
Type	

According to policy, the Standard Dress policy will be reviewed yearly.

File Attachments

[standarddress.rev.5.10.pdf \(246 KB\)](#)

Subject	3.03 Revised Regulation GCBC-R Fringe Benefits
Meeting	May 18, 2011 - Regular Meeting 6:00 p.m.
Category	3. Information Items
Type	

File Attachments

[Regulation GCBC-R 5-18-11\[1\].pdf \(278 KB\)](#)

Subject	3.04 Employee Health Insurance Options
Meeting	May 18, 2011 - Regular Meeting 6:00 p.m.
Category	3. Information Items
Type	Discussion

Subject	3.05 First Reading of new regulation GBE-R - Staff Health
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Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 3. Information Items

Type

Dr. Bowmaster will present GBE-R as a first reading. The school district is part of the YMCA ACHIEVE Grant and the Coalition for a Healthy Eastern Shore. this regulation simply states that the School Board encourages staff members to be physically active and to be healthy. This is a regulation to Policy GBE on Staff Health.

File Attachments

[GBE regulation.staff wellness.pdf \(4 KB\)](#)

Subject 3.06 Department Reports - MAY 18, 2011

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 3. Information Items

Type Information

1. Food Service Update - Mr. Chris Truckner and Ms. Brook Thomas

2. Finance Update - Ms. Brook Thomas

Subject 3.07 Shared Fuel Services

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 3. Information Items

Type

Subject 3.08 Report of the Superintendent - MAY 18, 2011

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 3. Information Items

Type Information

1. Enrollment

ADM

September 30	1695
October 31	1687
November 30	1680
December 31	1671
January 31	1663
February 28	1664
March 31	1664
April 30	1663

TOTAL 1673 (Reduction of 4 Possible Students that are CSA Funded)

Enrollment

September 30 1700 + 103 PK + 11 Sped = 1814
 October 31 1683 + 102 PK + 13 Sped = 1798
 November 30 1683 + 102 PK + 13 Sped = 1798
 December 31 1672 + 113 PK + 22 Sped = 1807
 January 31 1665 + 112 PK + 21 Sped = 1798
 February 28 1666 + 113 PK + 25 Sped = 1804
 March 31 1666 + 113 PK + 26 Sped = 1805
 April 30 1661 + 114 PK + 23 Sped = 1798

Kiptopeke 518 + 60 PK + 6 SpEd = 584	Occohannock 557 + 54 PK+ 16 SpEd = 627	Northampton High School 586 + 1 SpEd = 587
3 Gains - 1 Accomack; 2 OES 3 Losses - 3 to MD	2 Gains - 2 VA Beach 4 Losses - 1 FL; 2 KES; 1 MA	3 Gains - 1 Accomack; 1 PA; 1 Cumberland 6 Losses - 3 GED; 1 Newport News; 1 15-day absence (truancy notified); 1 unverified to NC

2. News Release

3. K-12 Virtual School

File Attachments

[News Release.pdf \(56 KB\)](#)

Subject 3.09 Dates of Note

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 3. Information Items

Type Information

Date	Event
May 14, 2011	High School Prom
May 17, 2011 6:30 p.m.	Northampton High School Athletic Banquet
May 18, 2011 6:00 p.m.	School Board Regular Meeting
May 19, 2011 6:30 p.m.	Northampton High School Senior Banquet

May 20, 2011 6:00 p.m.	Dr. Bowmaster's Retirement Celebration
May 25, 2011 4:00 p.m.	Division Retirement Celebration Culinary Arts - Northampton High School
June 1, 2011 6:00 p.m. CANCELED	School Board Work Session
June 3, 2011	OES Field Day
June 8, 2011 9:00 a.m.	OES - PK-3 Awards Ceremony
June 9, 2011 9:00 a.m.	OES - 4-7 Awards Ceremony
June 9, 2011	KES Awards Day
June 10, 2011	KES Field Day
June 11, 2011 10:00 a.m.	High School Graduation
June 15, 2011 6:00 p.m.	School Board Regular Meeting

4. Public Comment

Subject **The School Board encourages comments from community members during the public comment section of the agenda. Upon being recognized by the Board Chair, an individual should state his/her name and address, and may speak to the Board for a period no longer than a 3 minute period. No individual may have time deferred to another individual. The Board requests that no personnel matters be initiated at a public meeting. Concerns related to building issues should be discussed with the building administrator, a director and/or central office designee prior to bringing the concern to the Board. Complaints will be referred to the Superintendent.**

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 4. Public Comment

Type

Legal Reference: School Board Policy BDDH and KD

5. Action Items

Subject **5.01 Appointment of Superintendent**

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 5. Action Items

Type

Appointment of Dr. Walter Richardo Clemons as Superintendent of Northampton County Public School for the period of July 1, 2011 through June 30, 2014.

Subject **5.02 Consideration to increase breakfast and lunch prices**

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 5. Action Items

Type Action, Discussion

According to the Healthy, Hunger-Free Act of 2010 signed into law by the President on December 13, 2010, schools that participate in the National School Lunch Program must ensure that schools provide the same level of support for lunches served to students paying for lunch as for lunches served to students eligible for free lunch. School food authorities must compare the price for paid lunches to the difference between the per meal federal reimbursement for free and paid lunches. For school year 2011-2012, this value is \$2.46 (difference between the free reimbursement rate of \$2.72 and the paid reimbursement rate of \$0.26).

- If the district's price for paid lunch is \$2.46 or more, it is in compliance. Lunch prices are not required to be increased.
- If the district's price for paid lunch is less than \$2.46, they must either gradually adjust the prices or provide non-federal funding to cover the difference. The price adjustment must be increased by 2% plus an inflation rate of 1.14%, as specified in the law.
- Any price increase may be rounded down to the nearest five cents. The law caps the required increase in lunch prices at ten cents in any year.
- Paid lunch prices between \$1.60 to \$2.45 will be required to increase prices by only five cents.

In accordance with the recommendation by the Department of Education, it is recommended that student school breakfast and lunch prices be increased by \$.05. Breakfast cost for PK-5 will be \$.80; lunch \$1.55. Breakfast cost for 6-12 will be \$1.05; lunch \$2.05.

Subject **5.03 Special Pay Plan**

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 5. Action Items

Type Action

Consideration to approve Special Pay Plan with First Financial Group of America which will allow retiring employees who receive \$5,000 or more in sick leave payout, to roll the payout into a qualified tax deferment account without having to pay FICA taxes. It will also save the district from having to pay FICA taxes. All qualifying retirees will be required to receive their payout in the form of a contribution to this plan.

File Attachments

[Special Pay info sheet\[1\].pdf \(1,111 KB\)](#)

Subject **5.04 Approval of Pay Dates July 1, 2011 - June 30, 2012**

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 5. Action Items

Type

Approval of Friday pay dates for July 1, 2011 through June 30, 2012.

July 8, 2011; July 22, 201

August 5, 2011; August 19, 2011
September 2, 2011; September 16, 2011; September 30, 2011
October 14, 2011; October 28, 2011
November 11, 2011; November 22, 2011
December 9, 2011; December 16, 2011
January 6, 2012; January 20, 2012
February 3, 2012; February 17, 2012
March 2, 2012; March 16, 2012; March 30, 2012
April 13, 2012; April 27, 2012
May 11, 2012; May 25, 2012
June 8, 2012; June 22, 2012

Subject 5.05 Approval of 2011-2012 Salary Schedules/Stipend Schedule

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 5. Action Items

Type Action

File Attachments

[SALARY SCALES 2011-2012 \(DRAFT\) 5-18-11.2\[1\].pdf \(133 KB\)](#)

Subject 5.06 Approval of Contracted Speech Services

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 5. Action Items

Type Action

Approval of contract for speech services through Sunbelt.

Subject 5.07 Approval of Contracted Physical/Occupation Therapy

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 5. Action Items

Type

Approval for physical therapy and occupation therapy with Little Hands Little Feet Pediatric Therapy P.L.L.C. for the period of August 29, 2011 through August 30, 2012.

Subject 5.08 Approval to apply for School Improvement Grant

Meeting May 18, 2011 - Regular Meeting 6:00 p.m.

Category 5. Action Items

Type

Kiptopeke is a Tier I school in jeopardy of not making full accreditation and meeting AYP. The VDOE is offering a grant which will provide on-site direct support for the

principal and staff. Ms. Gray and Dr. Bowmaster will present the proposed model using Edison Learning Company

6. Unfinished Business

Subject	6.01 RESERVED
Meeting	May 18, 2011 - Regular Meeting 6:00 p.m.
Category	6. Unfinished Business
Type	

7. New Business

Subject	7.01 RESERVED
Meeting	May 18, 2011 - Regular Meeting 6:00 p.m.
Category	7. New Business
Type	

8. Closed Session

Subject	Closed Session - MAY 18, 2011 - Closed session in accordance with Section 2.2-3711(1) of the Code of Virginia as amended. Paragraph 1: Discussion of consideration of employment, assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees or employees of any public body.
Meeting	May 18, 2011 - Regular Meeting 6:00 p.m.
Category	8. Closed Session
Type	

9. Adjourn

Subject	Adjourn to JUNE 15, 2011/Regular Meeting/6:00 p.m.(This agenda may be amended on the day of the meeting. All citizens are encouraged to attend. School Board policies and regulations are available on our web site at http://www.ncpsk12.com. Select School Board Policy on the left side of the page and on the drop down menu select the Policies and Regulations link. The Northampton County School Board does not unlawfully discriminate against any person on the basis of race, sex, age, gender, color, religion, national origin, political affiliation, or disability. This policy covers all programs, services, policies, and procedures of Northampton County Public Schools, including all educational programs, admission to such programs, activities, and employment. Inquiries regarding non-discrimination should be directed to the Title IX Coordinator/ Director of Human Resources, Northampton County Public Schools, 7207 Young Street, Machipongo, Virginia 23405, Phone: (757)678-5151, Fax: (757)678-7138.)
Meeting	May 18, 2011 - Regular Meeting 6:00 p.m.
Category	9. Adjourn

Expenditure Code Definitions

1000 Personal Services - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

2000 Employee Benefits - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

3000 Purchased Services - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

4000 Internal Services - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intra-governmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

5000 Other Charges - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other.

6000 Materials and Supplies - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

8000 Equipment/Capital Outlay - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

Section E: Assurances

The LEA must assure that it will—

1. Use its SIG funds to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
2. Via the Indistar™ online school improvement tool, establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and, on a quarterly basis, measure progress on the leading indicators in Section B of this application to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved and monitored by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the SEA the school-level data required under the final requirements of this SIG grant.

Section F: Waivers

The LEA identifies the waiver that it will implement for each school. Not all waivers are applicable for each school. If the waiver is applicable, please identify the school that will implement the waiver.

- ☐ A waiver from Section 1116(b)(12) of the *Elementary and Secondary Act of 1965* (ESEA) to permit local educational agencies to allow their Tier I, and Tier II, Tier III, Title I participating schools implementing a turnaround or restart model to “start over” in the school improvement timeline.

1. (School Name)
2. (School Name)
3. (School Name)
4. (School Name)

☐ A waiver from the 40 percent poverty threshold in Section 1114(a)(1) of the ESEA to permit local educational agencies to implement a schoolwide program in a Tier I, Tier II, or Tier III school that does not meet the poverty threshold.

1. (School Name)
2. (School Name)
3. (School Name)
4. (School Name)

Application Submission

- Applications are due on **Friday, June 17, 2011**. The application must be submitted to the Department via the Virginia Department of Education's Single Sign-On for Web Systems (SSWS) DropBox no later than midnight on Friday, June 17, 2011.
- Applications should be sent to the attention of Marcia Birdsong.
- In the subject line, indicate the division name and application type (e.g., Portsmouth SIG Application).
- In the file name, include the division name, application type, and initial year of implementation (e.g., PortsmouthSIGApplication11-12).

(If there is a need for a dropbox user name and password, please contact your SSWS division administrator.)